ED 460 249 AA 001 341

Resources in Education (RIE). Volume 37, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (KN)

ED 460 250 CE 069 750

Bottoms, Gene; Presson, Alice
Mathematics: A Report on Improving Career-Bound Students' Learning. High Schools That Work.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Education; Career Education; High Schools; Integrated Curriculum; *Mathematics Instruction; Mathematics Skills; Parent Influence; Parent Student Relationship; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; *Vocational Education
IDENTIFIERS- *High Schools that Work

In 1994, the Student Assessment was administered to approximately 12,000 students at 197 new High Schools that Work (HSTW) sites in 13 states; student scores from the mathematics portion of the assessment were analyzed. Vocational completers had an average mathematics score of 282.0, which was 13 points below the HSTW mathematics goal, while the average mathematics score for academic students nationwide in 1990 was 316.8. White vocational completers scored significantly higher than African American vocational completers, who scored significantly higher conference room or meeting room; employee resource center; environmental services; gift shop; hallway; health center; payroll and benefits; personnel or human resources; security; supervisor's or manager's office; training and development; union hall; and workfloor. Learning activities consisting of focus, level, activity, vocabulary, handout, and information sheets are included for each department. The guide also includes a list of workplace competencies in the categories of social interaction, health and safety, giving and receiving instructions, telephone communications, asking and answering questions and requests, and pay and benefits. (Contains a list of 72 resources.) (KC)

ED 460 268   CE 078 109

Rentner, Diane Stark; Jennings, John F.
A Young Person's Guide to Earning and Learning: Preparing for College, Preparing for Careers.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; George Gund Foundation, Cleveland, OH.; Phi Delta Kappa Educational Foundation, Bloomington, IN.; Joyce Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 29p.; Written in collaboration with Samuel Halperin. For a companion to this guide, see CE 078 110.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Annotated Bibliographies; *Career Education; College Choice; Comparative Analysis; *Decision Making; *Education Work Relationship; *Educational Needs; *Educational Opportunities; High Schools; Information Sources; National Organizations; *Noncollege Bound Students; Occupations; Outcomes of Education; Postsecondary Education; Salary Wage Differentials; Student Costs; World Wide Web

This booklet, which is intended for high school students, provides basic information about available types of postsecondary education and the kinds of education that will be required for careers of the future. The guide begins with a discussion of the various types of education now available to high school graduates besides a traditional four-year college program. Next, the following topics are discussed: average earnings of individuals with different levels of education and different college majors; percentage of high school graduates who earn a bachelor's degree; courses that improve students' chances of getting into college; options for high school students who do not want or complete a bachelor's degree; costs and trade-offs of trying to get a college degree; types and levels of education that will likely be required by tomorrow's careers; and facts that students should consider when deciding whether to pursue postsecondary education. Concluding the guide are the following: postal and Internet addresses of organizations that can provide additional information about preparing for postsecondary education; bibliography of 13 print resources; and annotated bibliography of 14 American Youth Policy Forum publications. (MN)

ED 460 269   CE 078 110

Tyson, Harriet
Young Person's Guide to Managing Money.
PUB DATE- 98
NOTE- 41p.; For companion to this guide, CE 078 109.
LANGUAGE- English

applying or practicing the newly acquired skill in a real situation. The project is supplying researchers with a systematic approach to capturing the initiatives of working people as learners the Skills and Knowledge Profile that helps learners identify and value their skills and experience. (YLB)

ED 460 286 CE 082 670

Stratton, Mary; Jackson, Ted
Knowledge Collisions: Perspectives from CED Practitioners Working with Women. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Cognitive Style; *Community Development; Constructivism (Learning); Developed Nations; Economic Development; Employed Women; Employee Attitudes; Employer Attitudes; *Epistemology; Experiential Learning; Females; Foreign Countries; *Informal Education; Sex Bias; *Socioeconomic Influences; Socioeconomic Status; *Theory Practice Relationship; *Womens Education
IDENTIFIERS- *Canada

A study explored the ways that front-line community development workers across Canada gained information needed to work with women participants in community economic development initiatives. Data were gathered through focus groups, a preliminary study with 15 key informants employed in community development organizations, and structured telephone interviews. One theme that emerged from the interview data was the existence of a large number of differing knowledge classes related to social situations, the legitimization of knowledge, and the practice of community development. Collisions among these different perspectives appear to create a "discord of knowing." The study also found that while gender affects an individual's experience and participation within a community setting, it cannot be considered in isolation from class, ethnicity, geography, disability, and other social factors. Drawing on anecdotal illustrations from the data, the study found that workers construct a knowledge set derived from a synthesis of formal and informal learning sources and apply the resulting perspective in development work. In the process, collisions occur and boundaries are challenged among and within academic, government, business, and practice orientations. The study concluded that agreement is emerging among practitioners about what is needed for successful development outcomes, but that their insights are not necessarily recognized as legitimate, especially by funding agencies. Changing such structural attitudes toward the value of informal local knowledge is vital for the success of development efforts. (Contains 31 references.) (KC)

ED 460 287 CE 082 766

Dumbrell, Tom; de Montfort, Rowena; Finnegan, Wendy
Outcomes for Vocational Education and Training Diploma and Associate Diploma Students.
PUB DATE- 01
NOTE- 65p.
LANGUAGE- English

individuals may be isolated by their language use and not have access to resources that could help them. Often translators are not available for assessment procedures or for treatment, and mainstreaming approaches are unsuccessful without translators. A model program is described using drawing for treatment assignments, with videotaped materials using sign language, voice, and captioning. The program also provides assistive listening devices, TTY access, flashing light signals, and decoders. Follow-up findings and obstacles to recovery and treatment among the deaf are discussed. Factors that increase the probability of success in treatment are listed. (EMK)

ED 460 304 CG 028 950

Kirby, Judy; Asato, Cathy
The Power of Prevention: Invest in It. Crime Prevention Month Action Kit, October 1998.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 98
NOTE- 114p.; Also sponsored by ADT Security Services, Inc. (a Tyco International Ltd. company), a corporate partner of the National Crime Prevention Council.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; *Crime Prevention; Elementary Secondary Education; Prevention; Schools; Violence; Youth Programs
IDENTIFIERS- McGruff; Neighborhood Watches

This kit from the Crime Prevention Coalition of America provides information about crime prevention, the history of crime prevention month, and materials for use in creating and hosting crime prevention programs and events. Contents include (1) "The Results of Investing in Crime Prevention"; (2) "Sample Press Release"; (3) "A Proclamation for Crime Prevention Month 1998"; (4) "The Beginning of Something Bigger," which discusses planning larger initiatives that start with crime prevention month events; (5) "Making a Presentation"; (6) "Publicizing Your Crime Prevention Month Event"; (7) "Celebrate Crime Prevention Month," a planning timeline in a checklist format; (8) "Asking for Stuff," which provides information about getting donations; (9) Web Resources"; (10) "Calendar of Special Observances" for October 1998 through August 1999; (11) "Selected Resources from NCPC" (National Crime Prevention Council); (12) "Products from A to Z," which lists phone numbers for "McGruff" and other licensed products for crime prevention; (13) "Crime Prevention Coalition of America." Short articles include tips and ideas, resources, and projects that groups can conduct to call attention to crime prevention. The kit also contains a selection of camera-ready materials, both in color, and in black and white, with suggestions for their use to help promote prevention awareness of crime, drugs, and violence. (EMK)

ED 460 305 CG 029 048

Understanding Youth Development: Promoting Positive Pathways of Growth.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.

and mentoring have not been viewed in any integrated or related way in our continued exploration and investigation of each as a construct or as process variables in training. This presentation illuminates some of the fundamental values and elements of mentoring and supervision and offers suggestions for movement toward an integrated perception of the two functions in training and professional development. Ethical implications of mentoring in training are identified and addressed. (Contains 16 references.) (Author/JDM)

ED 460 324   CG 031 416

Kirmayer, Laurence J.; Boothroyd, Lucy J.; Laliberte, Arlene; Simpson, Brenda Laronde
Suicide Prevention and Mental Health Promotion in First Nations and Inuit Communities. Culture and Mental Health Research Unit Report.
PUB DATE- 99
NOTE- 90p.; Supported by a grant from the Conseil Quebecois de la Recherche Sociale (Native Mental Health Team). Available in English and French online.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; *Canada Natives; *Community Health Services; Community Programs; *Eskimos; Foreign Countries; Integrated Services; *Prevention; Program Development; Program Effectiveness; Resilience (Personality); Secondary School Students; *Suicide
IDENTIFIERS- *Adolescent Suicide; Eskimo Culture; First Nations; Suicide Ideation

The high rates of suicide, attempted suicide, and suicidal ideation among youth in many Native communities indicate that the problem is not just with individuals but involves community-wide issues. Thus, a community-based approach to prevention is essential. This report sets out a rationale and guidelines for a community-based prevention program for First Nations and Inuit youth. The levels and types of prevention are briefly outlined. Major risk and protective factors for suicide that inform prevention programs are reviewed. Elements of suicide prevention programs that have been shown to be effective are discussed. The final two sections present program guidelines and recommendations. The recommendations are based on a systematic review of prevention and mental health promotion programs, including school-based programs, developed for or potentially applicable to Native populations. Recommended programs are described in Appendix A and brief descriptions and contact information for all the reviewed programs are included in Appendix B. Appendix C lists the resources used to review the programs. (Contains 1 table, 1 figure, and 99 references.) (JDM)

ED 460 325   CG 031 436

Owusu-Banahene, Nana Opoku
The Impact of Custom and Tradition in Educating the Female-Child in Sub-Saharan Africa: The Case of Ghana.
PUB DATE- 00
NOTE- 18p.; Paper presented at the International Congress of Psychology (27th, Stockholm, Sweden, July 23-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

and that any one child will show more or less progress at certain times. (Contains a list of the Essential Academic Learning Requirements and a glossary of 23 terms.) (SC)

ED 460 348 CS 013 580

A Framework for Achieving the Essential Academic Learning Requirements in Reading, 5-7. Revised.
PUB DATE- 98
NOTE- 19p.; For the framework in Reading K-4, see CS 013 579.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Grade 5; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Reading Improvement; *Reading Materials; *Reading Skills; *Reading Strategies; *Skill Analysis; *State Standards
IDENTIFIERS- *Washington

Providing a focus for assessment and serving as a scaffold for documenting and reporting students' progress in reading, this framework is designed to assist teachers in planning and implementing Washington state's Essential Academic Learning Requirements in Reading. Organized by grade level (5-7), each level presents information in four sections: (1) the Overview summarizes some of the key learning common to students making normal progress for that grade; (2) the Quick Check provides a summary of skills and strategies that should be established and used before a student can be considered ready to work at the next grade; (3) the Suggested Genres and Text Features chart lists types of fiction and nonfiction texts and the text features familiar to most students at each grade level; and (4) the Suggested Characteristics chart offers skills and strategies or characteristics to be worked toward by the end of each grade. Although the framework is organized by grade level, it is acknowledged that children progress at different rates and that any one child will show more or less progress at certain times. (Contains a list of the Essential Academic Learning Requirements and a glossary of 23 terms.) (SC)

ED 460 349 CS 013 581

Read To Succeed: MECCA Summer Learning Camp. Manual To Design and Deliver a Summer Bridges Program.
PUB DATE- 99
NOTE- 71p.; Prepared by MECCA (Metro East Consortia for Child Advocacy). A Partnership among Brooklyn School District #188, Cahokia School District, #187, East St. Louis School District #189, Madison School District #12, Venice School District #3, Southern Illinois University at Edwardsville and the Illinois State Board of Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Lesson Plans; Parent Participation; Professional Development; Program Descriptions; Program Effectiveness; Program Implementation; *Reading Improvement; *Reading Skills; Summer Programs
IDENTIFIERS- Reading Fluency; Summer Bridge Program

This manual presents information on designing and delivering a summer learning program whose goal is to provide an opportunity for students to experience academic success and positive self-

PUB DATE- 99
NOTE- 9p.; "Approved January 20, 1999 by the Alaska State Board of Education."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Audience Awareness; Elementary Secondary Education; *Language Arts; *State Standards; Thinking Skills; Writing Ability; *Writing Achievement; *Writing Evaluation; Writing Skills
IDENTIFIERS- *Alaska

The writing performance standard descriptors in this paper support the sections of the English/Language Arts Content Standards adopted by the Alaska State Board of Education. It begins with listing competencies associated with speaking and writing well for a variety of purposes and audiences; and thinking logically and reflectively. It then presents, in chart form, proficient level descriptors for writing performance assessed in third, sixth, and eighth grades, and in the High School Qualifying Exam. (RS)

ED 460 372 CS 216 722

The Pennsylvania System of School Assessment Writing Assessment Handbook, 1998-1999.
PUB DATE- 98
NOTE- 57p.; Some pages may not reproduce well. Revised September 1998.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Evaluation Methods; Intermediate Grades; Scoring; Secondary Education; *State Standards; Student Writing Models; *Test Coaching; Test Use; *Writing Achievement; *Writing Tests
IDENTIFIERS- *Pennsylvania

This handbook presents an overview of the Pennsylvania System of School Assessment and a description of the Writing Assessment. Districts are encouraged to use the procedures and methods described to create prompts and score writing samples as part of their district-level assessment program. After an introduction and overview of the Pennsylvania State Assessment System and of writing assessment, sections of the paper address: elements of the writing assessment (writing strategies and the writing sample); evaluating writing; and reporting results. Appendixes present the holistic scoring guide, sample anchor prompts and student essays, a list of Advisory Committee members, and information on testing accommodations to engourage participation by students with disabilities. (RS)

ED 460 373 CS 216 723

Academic Standards for Reading, Writing, Speaking and Listening.
PUB DATE- 99
NOTE- 47p.; In: "Appendix A--Academic Standards" Chapter 4: Academic Standards and Assessment. Title 22, Pennsylvania Code--Education, Part 1: State Board of Education Regulations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Communication Skills; Elementary Secondary Education; *Listening; Listening Skills; *Reading Achievement; Reading Skills; *Speech Communication; *State Standards; *Writing Achievement; Writing Skills

Storybuilding: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 18p.; Content Standard: Write and Speak: Writing; Level: Partial Middle.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Audience Awareness; Class Activities; Middle Schools; Performance Based Assessment; *Short Stories; *State Standards; Student Evaluation; Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- *Minnesota Graduation Standards; Narrative Text

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing a short story for a variety of academic and technical purposes, situations, and audiences. It begins with reference to the particular content standard addressed in the package, the educational level of the package ("partial middle"), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) complete several narrative writing exercises; (2) develop a plan for a narrative (short story); and (3) write a narrative (short story). It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 396 CS 216 760

Publication Portfolio: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 13p.; Content Standard: Write and Speak: Writing; Level: Intermediate.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Discourse; *Academic Standards; Class Activities; Intermediate Grades; *Letters (Correspondence); Performance Based Assessment; Portfolio Assessment; *Short Stories; *State Standards; Student Evaluation; Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing short stories and letters for a variety of academic and technical purposes and audiences. It begins with reference to the particular content standard addressed in the package, the educational level of the package (intermediate), and a summary statement of the content standard. It then describes the tasks associated with the

This document is comprised of California state statutes, federal legislation, and court litigation pertaining to hate speech and the First Amendment. The document provides an overview of California education code sections relating to the regulation of speech; basic principles of the First Amendment; government efforts to regulate hate speech, which have generally been unsuccessful; Supreme Court tests to determine the free speech rights of public employees; court decisions regarding clubs, student activities, and the Equal Access Act; and the legal definitions of a hostile environment and harassment (sexual and racial). (LMI)

ED 460 418   EA 027 734

Bennett, Linda
Consolidated State Planning: School Reform at Risk. Executive Summary.
SPONS. AGENCY- Ford Foundation, New York, NY.; Joyce Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 96
NOTE- 18p.; Written with Cassandra Israel, Lauren Jacobs, Margot Rogers, and Paul Weckstein.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Block Grants; Compliance (Legal); Elementary Secondary Education; Equal Education; Federal Legislation; Federal Regulation; *Federal State Relationship; *New Federalism; Parent Participation; *State Federal Aid; *States Powers; *Statewide Planning

Federal law now allows billions of education dollars, for a variety of programs, to go to states under a single, consolidated state plan. The goal is to develop integrated, coordinated plans for meeting the requirements of the various programs in a way that best serves children's educational needs. Achievement of that goal depends a great deal on the terms that the U.S. Department of Education (ED) established for developing and reviewing the plans. This document contains a review, which was conducted by the Center for Law and Education (CLE), of the consolidated plan process to date. CLE studied the legislation and legislative history for consolidated state planning; analyzed the proposed and final criteria for preliminary consolidated state plans, reviewed the plans submitted by the states and ED's responses to those plans; interviewed selected state officials involved in planning; analyzed the proposed and final criteria for final consolidated state plans; and attended ED-sponsored state meetings. The review found that the process set up by ED is not adequate to the task of developing a consolidated plan process. Key findings include the following: (1) Because of ED's lack of guidance, billions of federal dollars for programs that are critical to the education of children are being spent this year (1995-96) without any real plan at all; (2) while there will be plans for 1996-97 and beyond, those plans also are likely to fall short of meeting the goals and requirements of law or the needs of students; (3) the guidelines undermine, and are inconsistent with, key provisions for ensuring equity in education and (4) parents and the public are excluded from meaningful involvement in the plan. CLE is concerned that the rhetoric of "flexibility" and the fear of "mandates" have become so pervasive that key provisions for program quality, equity, and participatory planning go unimplemented and that clear, continued patterns of low achievement, disparities in

Ways the audience can process content are delineated, especially the current concepts of constructivism and sociocentricism. Chapter 3 explains how to deliver effective presentations through focus, energizing the audience, and establishing rapport. The reader learns how to deal with post-lunch lethargy, how to respond to negative comments from the audience, and exactly how to use body language and voice. Triple-track presentation is explained. Closings and evaluations are considered. Chapter 4 tells how to add heart and punch through stories. This chapter describes how metaphor can be used, how the right and left sides of the brain can be engaged by stories, and how to select from five story purposes. Chapter 5 is the guide's key to special situations and resources. It tells how to use props and how to set the stage for a presentation. The causes of and cures for nervousness are addressed. How to deal with resistance or even rebellion in the audience is revealed. The ease with which a speaker can be unconsciously offensive is illustrated. Finally, tips are given on how to present with another speaker. (Contains 125 references.) (RKJ)

ED 460 437 EA 031 351

Office for Civil Rights Fiscal Year 2000 Annual Report to Congress. Guaranteeing Equal Access to High-Standards Education.
PUB DATE- 01
NOTE- 36p.; For the 1999 report, see ED 443 174.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); *Equal Protection; Government Publications; Legislation; *Minority Groups; *Racial Integration; Social Discrimination
IDENTIFIERS- *Office for Civil Rights

The mission of the Office for Civil Rights is to ensure equal access to a high-quality education for all students through the vigorous enforcement of civil rights. This report outlines the legal responsibilities and goals of the organization and shows how these were met in the year 2000. There are explanations of how the agency provides educational policy guidance, how it resolves formal complaints and provides information that can lead to less formal resolutions of problems, how it prioritizes activities, how it measures its productivity, and how it has formed strategies to meet its goals. High-priority activities included racial harassment and discipline issues of Native American students, higher education desegregation, magnet-school assistance programs, equal opportunity in vocational education, and a postsecondary racial harassment initiative. In addition, an urban initiative addressed civil rights for students in large East Coast cities, a civil-rights survey of all public elementary and secondary schools collected data, and a new and simpler option offered states a way of sending data on students with disabilities in a single data submission. A new strategy has been the promotion of a more collaborative process, forming partnerships with agencies, parents, students, and business leaders. Another new strategy has been the empowerment of parents through information about civil-rights legislation and about ways to address problems effectively, but informally. Emphasis also has been placed on the monitoring of resolution agreements to make sure that change has occurred. Specific examples of how particular students and employees have benefited from OCR help are given throughout the report, which

PUB DATE- 96
NOTE- 9p.; Revised and updated from "Library Access: Services for People with Disabilities," Volume 3, Number 4, October 1993.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Civil Rights; *Disabilities; Disease Control; *Sexuality; Shared Library Resources

This paper discusses issues included with obtaining educational information on sexuality pertinent to the needs of people with disabilities. First, the importance of providing correct information about sexuality to individuals with disabilities for their mental and physical health is stressed. Specific areas briefly discussed are health-related issues (both general and disability-specific), appropriate and inappropriate sexual behavior, reproduction and pregnancy, and sexuality rights. Suggestions for libraries that serve people with disabilities are also offered, including suggested acquisitions and ways to provide accurate and accessible information. A list of resources includes 11 organizational resources and 18 print materials. (Contains 25 references.) (DB)

ED 460 456 EC 306 669

Meadows, Michelle, Ed.
Mental Health and Minorities.
PUB DATE- 97
NOTE- 21p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Anxiety; Asian Americans; Blacks; Demography; *Depression (Psychology); *Emotional Disturbances; Hispanic Americans; *Mental Disorders; Mental Health; *Minority Groups; Older Adults; Psychologists; *Racial Discrimination; Research Needs; Stress Variables; Violence

This newsletter includes 12 brief articles or news items concerning mental health among minority groups. These address: (1) cultural considerations in treating Asians (reasons why Asians tend not to use mental health services); (2) coping with racial stress (responses to a questionnaire on dealing with racial stress); (3) minority health perspectives (demographic projections and research needs); (4) empowering psychologists of color (efforts to recruit and train more psychologists of color); (5) increasing public awareness of depression (the D/ART (Depression Awareness, Recognition and Treatment Campaign); (6) dealing with violent death (a personal narrative by a Japanese American whose African American boyfriend was killed by gun violence); (7) what it really takes to improve cultural competency (an interview with Juan Ramos of the National Institute of Mental Health); (8) mental health and minority seniors (a description of a brochure on this topic); (9) mental health research centers (descriptions of three centers); (10) the help-seeking behavior of minorities (comments of four experts and sources of mental health journals); (11) a new grant received by an Indiana affiliate of the National Mental Health Association which focuses on improving mental health services to Hispanics; and (12) the National Institute of Mental Health anxiety disorders program. Also included is a list of organizational resources and a message from Clay Simpson, Deputy Assistant Secretary for

Ira; Ferreiro, Beverly; Langmeyer, David; May, Ann; Lazear, Katherine J.
Lessons Learned from the Fort Bragg Demonstration.
PUB DATE- 96
NOTE- 11p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Child Health; Children; Demonstration Programs; *Emotional Disturbances; *Mental Health Programs; Participant Satisfaction; Program Effectiveness; *Substance Abuse
IDENTIFIERS- *CHAMPUS Program; North Carolina (Fort Bragg)

This paper discusses the results of a study that investigated the effectiveness of the Fort Bragg demonstration project, a program which provided a comprehensive approach to the delivery of mental health and substance abuse services to a population of approximately 48,000 military-related children residing within the Fort Bragg catchment area. Over a 6-month period, more than 200 individuals were interviewed, including administrators, clinicians, families, policymakers, and other stakeholders. Through the study, there emerged greater clarity as to what the Fort Bragg demonstration project was and was not. Fort Bragg was not managed care; it sought specifically to increase access and utilization without particular regard to cost. The demonstration also was not a system of care or a continuum for high end users. It was a demonstration of a community-based continuum of mental health and substance abuse services with a single point of access. It expanded the array of services, eliminated co-pays and deductibles, reduced use of inpatient and residential treatment, increased access and utilization, and was held in generally high regard by families and the larger community. Critical lessons learned are also discussed. (CR)

ED 460 476 EC 306 852

Hamner, Karl M.; Lambert, E. Warren; Bickman, Leonard
Children's Mental Health in a Continuum of Care: Clinical Outcomes at 18 Months for the Fort Bragg Demonstration.
SPONS. AGENCY- Army Health Services Command, Fort Sam Houston, TX.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Developmental Disabilities, and Substance Abuse Services.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Child Health; Children; *Coping; Demonstration Programs; *Emotional Disturbances; *Mental Health Programs; *Outcomes of Treatment; Predictor Variables; Program Effectiveness; Statistical Analysis; Substance Abuse
IDENTIFIERS- North Carolina (Fort Bragg)

(comprised of family, service system, and community/political) and expression (comprised of attitudes, knowledge, and behavior). An analysis of use of the scale during interviews with 100 children or adolescents and their families produced three factors essential for empowerment: (1) self-efficacy (the primary caregiver's perception of her/his ability to obtain needed services for the child); (2) system advocacy (the caregiver's opinion on how effective she/he can be as an agent for change in the child's mental health care system); and (3) competence (the caregiver's feelings of competence as a parent). This three-factor solution explained 42 percent of the variance. The study plans to interview families again at 6 months, 1 year, and 2 years after intake to identify developmental changes in their reports of empowerment. (DB)

ED 460 495 EC 306 871

Welkowitz, Julie; Broer, Steve; Laframboise, Sandy; Prue, Jennifer; Carruth, Frank; Provost, Susan; Fox, Wayne
Interagency Consultation in Rural Vermont: A Model for Serving Students with Serious Emotional Disturbances.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Cooperation; Change Strategies; Children; *Consultation Programs; *Delivery Systems; Demonstration Programs; *Emotional Disturbances; *Integrated Services; Models; Participant Satisfaction; Program Evaluation; Resource Allocation; Rural Areas; Severe Disabilities; Systems Approach
IDENTIFIERS- *Vermont (Addison County); Wraparound Services

This paper describes the Community Collaboration Project, a program in one rural Vermont community (Addison County) to maximize resources serving children with serious emotional disturbances. The project uses an interagency collaboration "wraparound" model which emphasizes consultation instead of direct services. The project utilizes an Interagency Support Team (IST) that provides consultation and training to community teams, focusing on both the individual student and broader systemic needs. The IST consists of a parent, an educator, a mental health clinician, and a social services consultant. The IST spent its first year in designing and conducting a community needs assessment and action plan. Currently the IST provides consultation services to community-based teams focused on 12 individual students and four broader systems issues. Evaluation of the model has been both quantitative and qualitative. Quantitative findings indicated significant decreases in teachers' perceptions of students' externalizing problems (e.g., aggressive behavior and/or delinquency), a trend toward increased social support from both informal and professional resources, and a perception of greater choice of services by the youth. Overall, there was a high degree of satisfaction with project involvement expressed by youth, parents, and service providers. Qualitative findings also supported participant satisfaction. (DB)

ED 460 496 EC 306 872

Jacobson, Carol Valera; Meyer, Tracy
Assessment of Patient Functioning in a Child and Adolescent Psychiatric Facility.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Evaluation Methods; *Measures (Individuals); *Mental Disorders; *Mental Health Programs; Psychiatric Services; Residential Programs; *Student Evaluation; *Test Validity
IDENTIFIERS- Functional Assessment

This study investigated the effectiveness of the Child and Adolescent Functional Assessment Scale (CAFAS) for assessing the functioning of youth with mental disorders. The CAFAS is a multidimensional tool used to record the extent to which a youth's mental health disorder is disruptive of functioning in each of five psycho-social areas: role performance, thinking, behavior towards others, moods, and substance abuse. The CAFAS was used to collect admission data on 213 patients (ages 3-20) at a residential center and discharge scores for 102 patients. Initial results using the CAFAS were encouraging; patients typically had a total admission CAFAS score of over 80, indicating a need for intensive services. Patients admitted to the center were most likely to show disturbances in function for role performance, behavior toward others, or moods. Average scores showed a statistically significant change at discharge, indicating patients were improving their levels of functioning during treatment. A group of 28 patients with lengths-of-stay under 31 days also showed statistically significant changes in their scores after treatment, suggesting that the CAFAS can detect changes in levels of functioning independent of length-of-stay. (CR)

ED 460 515 EC 306 891

Hussey, David L.
Exploring the Relationship of Intensive Treatment Environments to Community-Based Care.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables and figure are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Children; *Community Programs; Foster Care; Individual Characteristics; *Mental Disorders; *Mental Health Programs; *Residential Programs; *Severity (of Disability); *Student Placement; Symptoms (Individual Disorders)
IDENTIFIERS- Ohio

This study examined specific behavioral characteristics of children in four different treatment environments by an Ohio child mental health agency, in order to shed light on placement decisions in relation to levels of care and severity of symptoms. Data were collected from approximately 300 total program admissions above age 5, each quarter, for an 18-month custody. It found the CAFAS provided a cost-effective mechanism for evaluating children's needs and appeared to be valid. The second paper is: "The Utilization of the Child and Adolescent Functional Assessment Scale for Assessing Program and Clinical Outcomes, Mental Health Policy, and Child Outcomes in Missouri" (La Vonne Daniels and Lisa Clements). This paper summarizes findings of a Missouri statewide study assessing outcomes for 458 children and families receiving either residential or outpatient/day treatment. Using CAFAS, differences were found between the two groups on age, services received, diagnosis, severity of impairment, and substance use. (Contains 10 references.) (DB)

ED 460 534 EC 306 910

Epstein, Michael H.; Sharma, Jennifer; McKelvey, Janet; Frankenberry, Erin
The Development of a Scale To Assess the Emotional and Behavioral Strengths of Children.
PUB DATE- 96
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Behavior Disorders; Children; Emotional Development; *Emotional Disturbances; Family Relationship; Measures (Individuals); *Psychological Testing; *Psychometrics; *Rating Scales; Self Control; Self Esteem

This paper describes the development of the Behavioral and Emotional Strengths Scale (BESS), developed as part of a program which focuses on strengths of children usually seen as having severe emotional and/or behavioral disorders. The BESS is a 68-item scale that identifies children's behavioral strengths on five dimensions: (1) self-control; (2) affective development; (3) family involvement; (4) school performance; and (5) self-confidence. The paper reports the results of efforts that establish the scale's content validity, item discrimination, and factor structure. It also notes current efforts to establish norms for the BESS. (DB)

ED 460 535 EC 306 911

Robbins, James M.; Taylor, Lynn
Development of the Adolescent Treatment Outcomes Module (ATOM).
PUB DATE- 96
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Emotional Disturbances; *Evaluation Methods; *Mental Health Programs; *Outcomes of Treatment; Program Development

This paper summarizes the development of the Adolescent Treatment Outcome Module (ATOM) to monitor the outcomes of mental health resource list is appended. (Contains approximately 300 references.) (DB)

ED 460 555 EC 308 770

Rule, Sarah
Development and Evaluation of a Program To Teach Naturalistic Early Intervention Strategies in Inclusive Environments. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; *Curriculum Development; *Curriculum Evaluation; *Disabilities; *Early Intervention; *Inclusive Schools; Inservice Education; Instructional Materials; Postsecondary Education; Preschool Education; Preservice Teacher Education; Program Development; Program Evaluation
IDENTIFIERS- Utah State University

This final report describes the development and evaluation of a project that was funded by the U.S. Department of Education to develop, evaluate, revise, and disseminate a video-assisted, competency-referenced curriculum to teach naturalistic intervention strategies in inclusive, early intervention settings. The project, called Strategies for Preschool Intervention in Everyday Settings (SPIES), was designed for inservice and preservice education of team members representing a variety of disciplines. The proposed curriculum is formatted into the following six modules: (1) Creating Teaching Opportunities; (2) Providing Help; (3) Incidental Teaching; (4) Tracking Progress; (5) Prior to Preschool; and (6) Planning across the Day. The modules include both videotape and print materials, and are available in both English and Spanish. A condensed CD-ROM version allows instructors to customize the information to their personnel development activities. Over 100 users from several states including interdisciplinary agency personnel, families, university faculty, and students participated in a formative and summative evaluation. Project personnel revised the curriculum after each field test. Evaluation methods and accomplishments of the project are described in the report. The summary of results indicates that preservice and inservice educators are able to use SPIES to teach others and that participants learn about naturalistic intervention strategies from the experience. An outreach project was submitted to the U.S. Department of Education requesting funds to disseminate the SPIES curriculum and to provide support to those who use it. Summary tables of participants' ratings in evaluations are included. (SG)

ED 460 556 EC 308 774

Bailey, Don; Hatton, Deborah
Elementary School and Boys with Fragile X Syndrome. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Guidelines and Standards for the Technology Infrastructure of 21st Century Educational Facilities.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Technology; Elementary Secondary Education; Modernization; *Standards
IDENTIFIERS- New York; *Technological Infrastructure; *Technology Implementation

New York State Regents directed that new guidelines and "standards" be developed for technology infrastructures in educational facilities in order to assist administrators and educators in planning technology integration during retrofits, renovations, or new construction of educational facilities. This document provides the first draft of these guidelines that respond primarily to the needs of rehabilitation and modernization projects, but also can be used for new construction. The guidelines are broken down into nine areas as follows: Environmental/Life Safety; Planning for Electrical Power; Lighting; Space Planning and Pathways; Structured Cable Plants; Libraries; Security; Wireless Systems; and Distance Learning Capabilities. Appendices presents information regarding asbestos regulations and resource addresses. (GR)

ED 460 578 EF 005 232

Guidelines for Successful Supervision of School District Capital Construction Projects.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architects; *Construction Management; *Coordination; Elementary Secondary Education; Engineers; *Guidelines; Public Schools; *School Construction; *School Districts

Successfully completing school district capital construction requires the proper execution of the construction project itself involving the cooperation and understanding by all parties involved. This document presents guidelines that clarify the interrelationships and expected actions on the part of school representatives, the architect or engineer, the construction manager, and the clerk of the works during the important phase of construction supervision. It also examines the services considered necessary, or desirable, during the construction/contract administration phase of a project in order to help avoid duplication of services. (GR)

ED 460 579 EF 005 236

Harvey, Carolyn; Rollinson, Mark
Asbestos in the Schools: A Guide for School Administrators, Teachers, and Parents.
PUB DATE- 87
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

hazard identification checklists; specific opinions, minority views or specific proposals from the Earthquake Task Force that supplement or contrast with this report; and earthquake-related California State legislative material. (GR)

ED 460 604 EF 005 482

School Planning and Design.
PUB DATE- 90
NOTE- 68p.; Based on presentations made at the Council of Educational Facility Planners, International Workshop on School Planning and Design (Chicago, IL, May 1990).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; School Construction; Workshops
IDENTIFIERS- *Technology Implementation

Presentation material and dialog is provided from a workshop designed to acquaint educators, planners, designers, and other interested parties with contemporary issues impacting the planning and design of educational facilities in the 1990s'. The workshop examined the critical elements and trends in school planning and design, discussed how quality planning and design can enhance the educational process, and explored how to best address tomorrow's technology in today's school facilities. Speaker topics include the need for educational facilities today, the team process in facility planning, decision making for major costs, the role of the superintendent in school planning and design, school planning and design for the next century, curriculum contemplations, the impact of technology on education and educational systems, and a technology checklist to better interface facility design with technology and educational needs. Two educational facility design case studies conclude the document. (GR)

ED 460 605 EF 005 486

Facility Design for Early Childhood Programs: An NAEYC Resource Guide.
PUB DATE- 89
NOTE- 28p.; Prepared by the National Association for the Education of Young Children Information Service.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Childhood Education; *Educational Environment; *Educational Facilities Design; *School Safety

A guide presents information for identifying helpful resources related to facility design for early childhood programs and materials exploring some of the critical issues involved in design decisions, particularly as they pertain to young children's learning and play environments. Included are tips for planning safe educational environments and for providing an indoor and outdoor physical environment that fosters optimal growth and development through opportunities for exploration and learning. The document concludes with an article on how to improve school playgrounds and a playground improvement rating scale to determine how well a playground meets certain goals. (GR)

NOTE- 17p.; In: Puolin ja toisin: Suomalais-virolaista
kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides:
Finnish-Estonian Research on Language. AFinLA Yearbook 1998);
see FL 025 589. Paper presented at "Linguistics in Estonia and
Finland: Crossing the Gulf" Symposium (Tallinn, Estonia,
November 14-15, 1997). Contains an English abstract.
LANGUAGE- Estonian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *Finnish;
Foreign Countries; Grade 11; Grade 12; High Schools; Higher
Education; *Language Tests; Morphology (Languages); *Plurals;
Second Language Learning; Testing; Translation; Uncommonly
Taught Languages
IDENTIFIERS- Estonians; Russians; *Tallinn Pedagogical University
(Estonia)

This report is based on a test that was arranged in April and May of 1997 among first- and second-year students at Tallinn Pedagogical University who studied the Finnish language as a general subject and among the students of the eleventh and twelfth grades in some Estonian secondary schools. There were among 105 Estonians and 25 Russians among the answerers. All had studied Finnish for at least one school year, the results of the test showed that the mother tongue does not help Estonians in forming the plural forms of the Finnish nominals. Compared with the Estonian students' answers, the percentage of correct answers of the Russian students is much higher only in the case of gradational words. It is much more difficult to choose the correct stem than the case and the plural allomorph: the more uninflected the stem is, the less mistakes are made. Expectedly, both Estonians and Russians succeeded best in forming the plural forms of the nominatives. The least correct forms were to be found in the Russians' translatives and in the Estonians' illatives. The results of the Estonians varied most in illative, while in the Russians' answers, the greatest variation was in nominative and translative. (Author/VWL)

ED 460 626 FL 025 598

Kalaja, Paula; Dufva, Hannele; Nordman, Leena
Kirjoitetaan Kielista--Puhutaan Kielilla: Kielivalinnat
Opettajien Elamakerroissa (Language Choices: Language Teachers
Reflect on Their Professional Choices in a National Writing
Contest).
PUB DATE- 98
NOTE- 17p.; In: Puolin ja toisin: Suomalais-virolaista
kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides:
Finnish-Estonian Research on Language. AFinLA Yearbook 1998);
see FL 025 589. Paper presented at "Linguistics in Estonia and
Finland: Crossing the Gulf" Symposium (Tallinn, Estonia,
November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Career Choice; Career Exploration; Discourse
Analysis; Foreign Countries; Higher Education; *Language
Teachers; *Personal Narratives; Second Language Instruction;
*Written Language
IDENTIFIERS- Finland

This article focuses on the language choices that second language teachers have made in the course of their professional lives as

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Communicative Competence (Languages); Curriculum Development; Feedback; Foreign Countries; *Intensive Language Courses; Japanese; Native Speakers; Questionnaires; Second Language Instruction; Second Language Learning; *Student Attitudes; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Japan

This paper is a pedagogically-oriented case study of a "Gaikokugo" Communication course conducted in an intensive format. After a brief introduction and consideration of the intensive course format, the pedagogical approach guiding the course (together with samples of the materials used in the course provided in the appendix) is discussed. Student feedback confirming the positive aspects of intensive courses identified in the literature, principally the merits of concentrated study, is reported. Student feedback also stressed the importance of native speaker instruction. Teacher feedback advocated changes in the curriculum and stressed teacher preference for greater teacher autonomy as a means of generating increased and more meaningful communicative interaction for the students. The paper concludes by stressing that, with specific considerations in mind, the intensive course format can provide an effective means of delivering a communication-directed foreign language course. Four appendices are attached, one each for course materials pertaining to the front page, and the listening, speaking, and presentation components of the course. (Contains 13 references.) (Author/KFT)

ED 460 648 FL 027 110

Burns, George E.
Discursive Power and Problems of Native Inclusiveness in the Public Education System: A Study of Mandated School Councils. NALL Working Paper.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (26th, Ottawa, Ontario, Canada, May 1998). Part of the larger study "The Implementation of School Councils and Impacts on School Environment." Funded by a SSHRC Strategic Research Networks in Education Grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Canada Natives; Case Studies; Culturally Relevant Education; Elementary Secondary Education; Equal Education; Foreign Countries; Governance; *Inclusive Schools; *Indigenous Populations; Minority Groups; Parent Participation; Public Education; Racial Discrimination
IDENTIFIERS- *Canada; Diversity (Groups); *School Councils

This study investigated Ontario school council inclusiveness pertaining to Aboriginal peoples. A case study was conducted with a cross section of Native and non-Native Canadians who were directly or indirectly involved in school council-related activities. Researchers audiotaped interviews and focus group discussions with participants and analyzed archival materials (newspaper articles, school council minutes, journal articles, books, and school council materials). Overall, school councils

of Employment and Learning in Northern Ireland.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; Corporate Education;
*Financial Support; Foreign Countries; *Higher Education;
Interaction; *Partnerships in Education; Resource Allocation;
*School Business Relationship; Surveys
IDENTIFIERS- *United Kingdom

A survey was conducted to study the interactions between higher education and business in the United Kingdom, updating previous surveys, and capturing the key outputs of such interactions, taking into account the institutions' differing missions, strategies, capacities, and expertise. Additional purposes were to quantify a baseline for the activity that has developed in higher education institutions, to establish and test indicators that might inform decisions on targeted funding for knowledge transfer activities, and to assess the opportunity costs of this kind of survey against the usefulness of the data collected. The population surveyed consisted of 168 institutions (universities established before 1992, those established after 1992, and higher education colleges), and the total response rate was 89%. Information was collected about institutional strategies to support economic development, something about which institutions were very positive. Sponsored and collaborative research continues to grow, reaching about 2 billion British pounds invested in the 1999-2000 academic year. Higher education institutions also reported significant growth in invention disclosures and patents since the previous survey. Many higher education institutions have been formalizing their policies on consulting, attempting to regulate consulting by individuals and encouraging consulting within the academic contract. There has also been a growth in "spin-off" firms in which higher education institutions or their employees have equity stakes. The core activities of providing training remain important areas of interaction with business, and student placements with business continue to be a key means of building employability skills and linking with employers. Higher education institutions also responded that most are involved in some form of economic regeneration activity. In general, the higher education community supported the activities and conduct mentioned in the survey. Findings suggest that institutions need to take a more strategic view of some interactions, and that the government must take into account the varied nature of interactions between higher education and business. The survey questionnaire is attached. (Contains 38 tables, 21 figures, and 18 references.) (SLD)

ED 460 668 HE 034 598

Research Assessment Exercise, 2001: The Outcome.
PUB DATE- 01
NOTE- 169p.; Also prepared by the Department of Employment and
Learning, Northern Ireland.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Financial Support; Foreign Countries; Higher
Education; *Institutional Evaluation; *Research; Research
Universities; Research Utilization; *Resource Allocation
IDENTIFIERS- *England

This document presents the results of the 2001 Research Assessment Exercise (RAE). The RAE, which operates through a

IDENTIFIERS- *Miami Dade Community College FL

This report discusses the characteristics of Miami-Dade Community College (M-DCC) (Florida) graduates for the 1999-2000 academic year. It includes statistics for the entire community college as well as individualized statistics for the separate campuses. The report also highlights changes in statistics from the previous year. The report shows that the community college had 4,938 graduates in 1999-2000. Of that total 59% were Hispanic, 22% were black, and 17% were white. Other results included: (1) 58% of the community college graduates were female; (2) only 49% reported English as their native language; (3) the mean age of college graduates was 28.5 years, but vocational graduates were older, with mean ages ranging from 32.9 for Associate in Science (AS) graduates to 34.6 for vocational credit certificate graduates; (4) the community college showed a rise in AS degrees, but a drop in vocational credit certificates; (5) Hispanic proportions are highest for the Associate in Arts (AA) degree (63% Hispanic), while black non-Hispanic proportions are highest for the AS degree (30% black); (6) males predominate in college credit certificates (69%), probably due to the paramedic program; and (7) there were 351 fewer AA graduates, due in part to the lack of automatic graduation during the implementation of the college's new degree audit system. (Contains 17 tables with college-wide and individual campus statistics and demographics.) (MKF)

ED 460 687   JC 020 116

Baldwin, Anne
Direct Entry Enrollments of Miami-Dade County High School Graduates: Fall and Spring (Winter) Terms, 1996-97 through 2000-01. Research Report.
PUB DATE- 01
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Bound Students; College Role; Community Colleges; Educational Objectives; *Enrollment; Feeder Patterns; *High School Graduates; High Schools; *Minority Groups; *Recruitment; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

This document is a report on the enrollment of high school graduates from Miami-Dade County (Florida) at Miami-Dade Community College (M-DCC). The report includes statistics on students from Florida high schools as well as out-of-state high schools. Provided are demographics on the students, including ethnicity, gender, and type of high school (public, private, special, and magnet). Statistics are provided for the entire system as well as for each separate campus. The report shows that: (1) M-DCC had a draw of 4,733 or 35.2% (of the county total) of the high school graduates in 2000-01; (2) the reported ethnic breakdown of students was 20.8% white, 27.5% black, and 44.6% Hispanic; (3) the county showed a 1.4% increase in high school graduations over the last five years, but a 5.6% decrease in draw to M-DCC; (4) statistics from last two years show the enrollment of black high school graduates at the M-DCC has increased 13.9% over the last two years, while white and Hispanic high school graduate enrollees has decreased by 8.8% and 0.8% respectively; (5) Kendall campus enrolled the most prior-year high school graduates, at 2,135 students; (6) schools with the highest percent draw were Miami Senior (52.7%), Sunset (46.9%), Hialeah (45%), and South Miami the core academic, student, and library services and facilities. (VF)

ED 460 707 JC 990 242

Mahoney, James R., Ed.
Improving Science, Mathematics, Engineering, and Technology Instruction: Strategies for the Community College.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 123p.; Published by the Community College Press, a division of the AACC. Papers presented at the American Association of Community Colleges Roundtable (Washington, DC, June 7-9, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Access to Education; *Community Colleges; *Engineering Education; Institutional Cooperation; *Mathematics Instruction; *School Business Relationship; School Community Relationship; *Science Instruction; *Technology Education; Two Year Colleges
IDENTIFIERS- American Association of Community Colleges

This report presents the results of a June 1996 conference held in Washington, DC to discuss the condition of science, mathematics, engineering and technology education (SMET). The meeting was conducted by the American Association of Community Colleges through a grant from the National Science Foundation. The goals of the meeting were to: (1) establish general principles to build upon and guide improvements in these study areas; and (2) compose specific recommendations for stakeholders in SMET education. General guidelines were proposed in the following seven areas: (1) Relevance-- MET skills should be taught to all students at the earliest stages of education; (2) Access--there should be equal access for all students to SMET programs; (3) Benchmarks--learning and performance benchmarks should be established in the learning process; (4) Instruction-instructional strategies must be learner-centered; (5) Partnerships-educational institutions and community groups should work together; (6) Funding--new approaches to funding must be developed; and (7) Global Dimensions-the quality of our educational system should be measured against that of other countries. The report also offers recommendations to nine stakeholders in SMET education: community colleges, students, faculty, academic support personnel, academic administrators, presidents, college trustees, four-year postsecondary institutions, and government. Appended are lists of resources and occupational skills standards projects. (VF)

ED 460 708 JC 990 243

Humbert, Pamela, Ed.; Barnett, Lynn, Ed.
Reaching out: Associate Degree Nursing Programs at Work. A Report of the AACC/MetLife Registered Nurse Shortage Project, 1989-1995.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 95
NOTE- 82p.; Support also provided by the National Organization for Associate Degree Nursing (NOADN).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Community Colleges; Enrollment

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Articulation (Education); College Attendance; College Credits; *College Transfer Students; Colleges; Community Colleges; Developmental Continuity; Educational Mobility; Educational Policy; Enrollment; Higher Education; Intercollegiate Cooperation; Politics of Education; State Schools; State Standards; Statewide Planning; Student Educational Objectives; Student Needs; Student School Relationship; *Transfer Policy; Two Year Colleges; Universities
IDENTIFIERS- *State Council of Higher Education for Virginia

In October 1990, a Joint Committee on Transfer Students (JCTS) was established by Virginia's State Council of Higher Education and the State Board for Community Colleges. This document describes the policy proposals developed by this committee to facilitate transfer between state-supported community colleges and senior colleges and universities. One of the underlying principles of the recommendations is the idea that the transfer process from community college to a senior college or university should be easy and orderly for students. The report delineates the JCTS's policy on: admissions, acceptance and application of credits, transfer module, communication and information, administrative responsibility for transfer, services for transfer students, transfer student responsibilities, minority students and transfer, and tracking transfer students. The final section includes SCHEV/VCCS's Guidelines for the Transfer Module, which serves as an advising tool for students who begin at a community college without a clear sense of their future educational goals. The transfer module is described as a coherent set of courses forming the foundation of a solid liberal education for college students. The criteria for compliance with state policy with regard to the Transfer Module for senior institutions are presented. The institution should: (1) accept the module (35 credits distributed as specified in the module with a grade of "C" or higher) as partial or complete fulfillment of general education requirements; and (2) publish transfer module course equivalencies. (VWC)

ED 460 728 JC 990 419

Study of Policies Regarding the Use of Adjunct Faculty: Response to Item 156.H., Chapter 1, Special Session 1, 1998.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjunct Faculty; College Faculty; Colleges; Faculty College Relationship; Faculty Mobility; Faculty Promotion; *Faculty Workload; Higher Education; *Part Time Faculty; *Teacher Attitudes; Teacher Employment Benefits; Teacher Morale; *Teaching Conditions; Teaching Load; Universities
IDENTIFIERS- State Council of Higher Education for Virginia

The 1998 General Assembly directed the Council of Higher Education to study policies regarding the use of adjunct faculty at Virginia's colleges and universities. The study aimed to examine course loads and benefits and how these issues relate to faculty with joint appointments at several public institutions. Virginia's public higher education institutions employ 2,450 full-time equivalent adjunct faculty, which is equal to 19% of the total faculty. Adjunct faculty are employed most commonly in the community colleges, where they comprise

Evaluation; Student Research; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report examines new students enrolled in credit courses in the fall 1998 semester at City College of San Francisco, measuring student success in fall 1998 and re-enrollment in spring 1999. The sample consists first of all new students, and then students categorized by their educational origin, the number of matriculation services received, and students' placement level. It seeks to answer questions related to students taking credit versus noncredit courses, types of programs in which these students are enrolled, length of participation in these courses, matriculation services, student success and persistence among students within noncredit cohorts, impact of matriculation services on success and persistence, and placement test as indicators of student success. Highlighted findings include: (1) receipt of matriculation services at the beginning of fall 1998 was strongly related to spring 1999 persistence but not to fall 1998 success; (2) success in the fall semester and persistence to the spring were strongly related to each other; (3) 22% of new credit students in the fall semester had come from noncredit; (4) students who had more hours of attendance hours in the prior noncredit semester passed more units than students who had fewer hours; (5) students from noncredit programs had some difficulty, as measured by GPA and percentage of units passed; (6) ESL students did well; (7) success and persistence were linked to placement level for English; and (8) basic-skills students were less successful than others in terms of success and persistence. Contains 6 tables and 24 graphs. (JJL)

ED 460 748   JC 990 519

Hyde, David
The New Media Industry in San Francisco: Implications for City College. Report.
PUB DATE- 99
NOTE- 23p.; Prepared by the New Media Research Group of the Office of Institutional Development, Research, and Planning.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications; Community Colleges; Curriculum; *Curriculum Development; Curriculum Evaluation; *Educational Media; Educational Technology; *Educational Trends; Mass Media Use; Media Research; Program Descriptions; Program Evaluation; Two Year Colleges
IDENTIFIERS- *California (San Francisco); City College of San Francisco CA

Based on an extensive look at the trends and directions in San Francisco's New Media industry, this paper examines and evaluates the program at City College and devises recommendations for improving this program. Information was gathered from various industry reports published in San Francisco, interviewed representatives of the New Media industry, and hosted the New Media Education Summit, which consisted of a panel of key industry leaders observed by City College faculty. This document reports its evaluation of the New Media industry in San Francisco, summarizes the findings of the interviews and the Summit, and presents programmatic and curricular recommendations for City College. The recommendations are organized into five categories including (1) digital literacy, (2) certificate programs, (3) skills upgrades for industry professionals, (4) infusion of new media than African Americans in the national sample. Student achievement reflected teachers' beliefs and expectations. Mathematics achievement improved when career-bound students took higher-level mathematics courses taught to high standards, when students had opportunities to use and discuss mathematics as it related to real circumstances, when families supported their children with studies, and when a guidance system reinforced the importance of mathematics. Schools faced six challenges in raising the mathematics achievement of career-bound students: raising expectations for mathematics learning, getting students to see the need for mathematics outside of class and school, helping mathematics teachers use a variety of teaching strategies, developing a guidance system that involves parents, holding students to higher standards and providing extra help, and supporting mathematics and vocational teachers with staff development and resource materials. (YLB)

ED 460 251 CE 069 751

Bottoms, Gene
Reading: A Report on Improving Career-Bound Students' Learning. High Schools That Work.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Education; Career Education; High Schools; Integrated Curriculum; Program Effectiveness; *Reading Improvement; Reading Instruction; *Reading Skills; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; *Vocational Education
IDENTIFIERS- *High Schools that Work

In 1994, the Student Assessment was administered to over 12,000 vocational completers at 197 new High Schools that Work (HSTW) sites. Findings indicated that career-bound students at these sites trailed academic students nationwide in reading. Teachers in all vocational programs needed to pay more attention to reading. Career-bound females scored higher than males. White students scored significantly higher in reading than minorities. Reading achievement was associated with high-level courses and frequent reading and writing in academic and vocational classes. Many new sites were beginning to integrate reading and writing into courses across the curriculum. Reading achievement was associated with effort, but many students did not see the need for working hard in high school. Student achievement reflected teachers' beliefs and expectations. Recommended administrative strategies for improving reading achievement included providing teachers with staff development in using reading and writing across the curriculum, providing teachers with shared planning time, and requesting redesigned English courses for career-bound students. These classroom strategies were recommended: teach high-level content to all students; require students to read and use technical materials in vocational classes; have students react to and use what they read; integrate reading with writing; and provide a variety of reading formats. (Examples of actions schools can take are provided throughout the report.) (YLB)

ED 460 252 CE 071 109

Weinberg, Ray; Mitchell, Stephen

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Banking; *Budgeting; *Consumer Education; *Credit (Finance); Health Insurance; *Housing; Information Sources; *Money Management; Secondary Education
IDENTIFIERS- Social Security

This booklet gives young people who are just starting out on their own with a small income the information they need to manage their money. The following topics are discussed: how individuals can determine how much money they will have to live on; how to read a pay stub; Social Security and the future; the importance of putting money in the bank (advice for individuals who are "living on the edge," credit unions; advice for individuals with a little money to spare); considerations in choosing a bank ("no frills" accounts, direct deposit, automated teller machine cards, debit cards, automatic savings deposits); advice on managing savings accounts and checking accounts, establishing credit, borrowing money from banks (student loans), and health insurance; the importance of budgeting before going on a spending spree (analyzing expenses and personal spending and making and living within budgets); shopping with cash versus credit (credit costs, credit traps, shopping, annual percentage rates); steps to take when rejected for a loan (credit reports, credit repair clinics); bills and taxes; living arrangements (living with one's family, paying rent, living with roommates). Concluding the booklet are the addresses and phone numbers of six important sources of advice and help. (MN)

ED 460 270 CE 078 464

Beginnings II: A Publication of Adult Student Writing of the Ohio Writers' Conference.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 104p.; Cover title reads "Ohio Writer's Conference." For part one of "Beginnings", see CE 076 962.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Creative Writing; High School Equivalency Programs; Poetry; *Student Developed Materials
IDENTIFIERS- Ohio

This book is an anthology of 45 stories, poems, and essays written by adult education (adult basic education and high school equivalency program) students in Ohio. The authors and their teachers were honored at the 1999 Ohio Writers' Conference. The authors were selected from 242 entries by a committee of faculty, staff, and adult students. The works are organized in sections with the following themes: family, hodgepodge, nature, reminiscences, and spiritual. A list of authors receiving honorable mention and an index of writers are included in the book. (KC)

ED 460 271 CE 078 495

Cooperative Learning. Professional Development Series.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 194p.; Lead developers include Jennifer Aisenberg-Reese, Maxine Frauman-Prickel, and Shash Woods. Series established by partnership between Oregon's Office of Community College

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Adult Dropouts; Associate Degrees; Developed Nations; Education Work Relationship; *Employment Patterns; Foreign Countries; Graduate Surveys; *Graduates; Learning Modules; Learning Motivation; Occupational Aspiration; *Outcomes of Education; Postsecondary Education; School Holding Power; Secondary Education; Student Characteristics; *Student Motivation; *Vocational Education
IDENTIFIERS- *Australia; Australia (Adelaide); Australia (Melbourne); Australia (Sydney)

A study examined outcomes for graduates and module completers who studied in associate diploma, diploma, and advanced diploma courses, using data from the 1999 Student Outcomes Survey, together with focus groups in Sydney, Melbourne, and Adelaide. One aim was to determine whether module completers had different training needs than graduates; another was to examine whether some module completers undertake the course merely to complete certain modules. A literature review found little research specifically focused on outcomes for diploma level students. Analysis indicated module completers and graduates had similar characteristics, with similar field of study profiles and similar employment outcomes; module completers were twice as likely to report they did not achieve their main reason for undertaking the study; while both graduates and module completers were primarily motivated to study for vocational reasons, module completers were more likely to be study for reasons related to their current job; training-related reasons accounted for about one-third of the main reasons for module completers not continuing to study; and graduates were more likely to want either to get a job or to change their job. (Appendixes include 22 references and focus group results and discussion guide.) (YLB)

ED 460 288 CE 082 767

Cully, Mark; Curtain, Richard
Reasons for New Apprentices' Non-Completions.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 58p.; Study undertaken by National Institute of Labour Studies, Flinders University and Curtain Consulting. Survey field work by Market Equity.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Apprenticeships; Developed Nations; *Dropout Attitudes; Dropout Research; Dropouts; Educational Research; Employer Employee Relationship; Foreign Countries; Off the Job Training; On the Job Training; Postsecondary Education; School Business Relationship; School Holding Power; *Trainees; *Withdrawal (Education); *Work Environment
IDENTIFIERS- *Australia

A study explored behavioral factors to explain why non-completions were higher among trainees than apprentices. A survey of 797 apprentices and trainees who did not complete training and 462 of their employers was followed by focus groups with new apprentices, employers, and training providers. Findings indicated most new apprentices commenced their apprenticeship or traineeship because they wanted the work; a significant minority said they were obliged to commence as a condition of taking the work or as a suggestion from their

PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (To Environment); *Adolescent Development; Adolescents; Family (Sociological Unit); Intervention; Models; Self Concept; Social Environment; Youth Programs

A conceptual model for understanding youth development is provided and the processes that enhance the adolescent experience and promote successful transition from childhood to adulthood are identified. Intended as a guide for professionals constructing and implementing policies and programs, the model is based on the proposition that development occurs through reciprocal and dynamic interactions that take place between individuals and various aspects of their environment. Pathways to adulthood take many forms, and several specific types of interactions promote this development. This report identifies aspects of the social context that have been found to promote or serve as barriers to adolescents' opportunities to engage in these types of interactions. Biophysical aspects of the individual, aspects of society, the community, the family, and peer relationships are included. Interventions designed to assist youth in making successful transitions to adulthood will need to provide adolescents with opportunities to engage in interactions that foster development of a sense of competency, connectedness, control, and identity. The research also suggests that interventions must address children, families, and communities as a unit if they are to be effective for large numbers of children and families. "Constructing the Youth Development Model," which provides information on the procedures used in the report and discusses major theoretical approaches and research issues, is appended. (Contains 122 references.) (EMK)

ED 460 306 CG 029 050

Resources for the Street Outreach Program Grantees.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE- 97
NOTE- 40p.; Revised by the National Clearinghouse on Families & Youth.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Child Abuse; Community Programs; Coping; Family Problems; *Homeless People; *Outreach Programs; Resilience (Personality); *Runaways; Self Esteem; Sexual Abuse; *Youth Problems

This paper suggests that research has shown that street youth are running from homes characterized by domestic violence, parental drug and alcohol abuse, or child abuse or neglect. This packet describes federal support for helping runaway and homeless youth and reviews implementation of the "Street Outreach Program" and best practices. Resources are provided on the range of issues that the Street Outreach Program grantees and others must address in working with street youth. The information is covered: (1) "Publications Related to Preventing the Sexual Abuse or Exploitation of Street Youth"; (2) "Street Outreach Program Grantee List"; (3) "National Clearinghouses and Resource Centers Focusing on Issues Related to Working with Street Youth"; and (4) "National Resource Organizations

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Cultural Differences; *Culture; Educational Discrimination; Elementary Secondary Education; *Equal Education; *Females; Foreign Countries; Government Role; History; Sex Differences; Sex Role
IDENTIFIERS- Africa (Sub Sahara); Ghana

This paper seeks to draw attention to examples of negative customary practice and obsolete traditions that thwart female access to education, female emancipation, and their ultimate empowerment. The information is organized in five sections. Sections 1 and 2 present an historical review of female education in Sub-Saharan Africa and the status of female education in Ghana. Typical examples of obsolete customary practices are examined in Section 3. The benefits of educating girls are discussed in Section 4, while Section 5 analyzes the implications of all types of discrimination towards female education. Benefits to a nation when females are educated are reviewed, such as lower birthrate, improved family nutrition, increased life expectancy, and economic gains for the family. A number of policies and programs are presented that have been put into place or are suggested to eradicate the cultural, customary, and traditional practices that work against female child education. (Contains 15 references, 5 tables, and 1 figure.) (JDM)

ED 460 326   CG 031 462

Krupinski, Eve; Weikel, Dana
Death from Child Abuse...And No One Heard.
PUB DATE- 86
NOTE- 155p.; Edited by John G. Cronin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; *Child Abuse; Child Advocacy; Children; Childrens Rights; Community Responsibility; *Corporal Punishment; Death; Discipline; Personal Narratives; Prevention; Responsibility; Teacher Responsibility
IDENTIFIERS- Child Abuse and Neglect Reporting

This book presents a graphic and detailed account of the last few days of the life of Ursula Assaid. Ursula was a 5-year-old child who was tortured to death in the name of discipline at the hands of her mother's boyfriend. An important lesson determined from the account is how not only the killer, but neighbors, teachers, and visitors who saw the abused child, share the responsibility for not stopping the abuse. It points out how the natural instinct to not get involved in other family's lives needs to be replaced with an obligation to help the life of a child in danger. Following the narrative section, there is a section on child abuse recognition signs for the helping profession. Other sections include information on reporting, treating, and preventing child abuse. (JDM)

ED 460 327   CG 031 479

Refvem, Joanna
Ten Terrific Tools: Resources for New and Veteran Counselors.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the North Carolina School Counselors Association (Greensboro, NC,

esteem through reading fluency and comprehension. Sections of the manual address background and policies (on student and teacher selection, student promotion, class size, and field experiences); timelines and budget; personnel (job application and descriptions); curriculum and instruction (literacy teaching frameworks, sample daily schedules and lesson plans, books/materials/supplies lists); results (selection of survey instruments, and student, teacher, and parent survey instruments); professional development (syllabi and daily agendas, facilitator competencies and job descriptions, staff development standards, and facilitator biographies); and home connection (parent and student notification letter and orientation agenda, activities, student report form, word lists, and accomplishments of successful learners). (RS)

ED 460 350 CS 013 587

Tech Reading/Food Service: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97
NOTE- 10p.; Content Standard: Read, View, Listen: Technical Reading; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; *Food Service; High Schools; Performance Based Assessment; *Reading Comprehension; *Reading Skills; *State Standards; Student Evaluation; Technical Writing; Writing Exercises
IDENTIFIERS- Minnesota; *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to reading and applying technical information from a variety of English language documents or electronic media. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) develop a written Plan of Action for producing four food service products; (2) achieve 80% on a written food service technology test; (3) operate and maintain at least 15 pieces of food service equipment; and (5) achieve 80% on a written kitchen tools and equipment identification test. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 351 CS 013 588

Academic Reading File: Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 11p.; Content Standard: Read, View, Listen: Read Complex Information; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

IDENTIFIERS- *Pennsylvania

The reading, writing, speaking and listening standards in this paper describe what Pennsylvania students should know and be able to do with the English language at four grade levels (third, fifth, eighth and eleventh). The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs. The standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. The standards in the paper are arranged in sections on: (1) Learning to Read Independently; (2) Reading Critically in All Content Areas; (3) Reading, Analyzing and Interpreting Literature; (4) Types of Writing; (5) Quality of Writing; (6) Speaking and Listening; (7) Characteristics and Function of the English Language; and (8) Research. A glossary is attached to assist in understanding terminology contained in the standards. (RS)

ED 460 374 CS 216 730

English Proficiency Standards.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Communication Skills; *English Instruction; High Schools; Higher Education; Literary Criticism; Reading Skills; Research Skills; *State Standards; Writing Skills
IDENTIFIERS- Oregon; *Proficiency Based Admissions Standards

This paper presents the current PASS (Proficiency-based Admission Standards System) Proficiency Standards in English and answers the question of what students should be able to do upon admission to the Oregon University System. The PASS standards in the paper are aligned with and complement the standards, scoring guides, and test specifications for the Certificates of Initial Mastery (CIM) and Certificates of Advanced Mastery (CAM). It begins by listing six English proficiency statements: (1) read from a variety of literary genres and periods; (2) interpret literary works; (3) analyze relationships of the humanities and human/social experience; (4) conduct inquiry and research; communicate oral, visual, and written forms; and (6) write for varied purposes. It then presents charts that summarize performance criteria (what students should know and be able to do) in each of the proficiency areas. It then presents guides (organized by the proficiency statements and criteria) for making summary judgments about students' proficiency. (RS)

ED 460 375 CS 216 731

Alignment of CIM and CAM Content Standards and Benchmarks with the PASS Proficiency Standards, Content Area: English.
PUB DATE- 98
NOTE- 49p.; "Adopted by the State Board of Education March 19, 1998."
LANGUAGE- English

student performances: (1) write three short stories based on direct observation or experience; and (2) write three formal letters. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 397 CS 216 761

Fiction Journal: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 22p.; Content Standard: Read, Listen, and View: Fiction; Level: Middle.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Book Reviews; Class Activities; *Fiction; Journal Writing; Literary Criticism; Middle Schools; Performance Based Assessment; *State Standards; Student Evaluation; *Student Journals; *Vocabulary Development; Writing Exercises
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending, interpreting, and evaluating information in fictional reading, viewing, and listening selections. It begins with reference to the particular content standard addressed in the package, the educational level of the package (middle schools), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) develop and maintain a vocabulary log; (2) develop and maintain a fiction journal; (3) read a story or novel, create a "travel guide" to the fictional world of the story/novel, and write a sequel to the story/novel; and (4) read a novel and review it, basing evaluation on prescribed criteria. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 398 CS 216 780

Simanu-Klutz, Fata
Language of Instruction: Choices and Consequences. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Bilingualism; *Cultural Background; *Educational Policy; Elementary Secondary Education; English (Second Language); *Indigenous Populations; *Language of Instruction; *Language Usage; Preschool Education; Student Needs

the education provided to disadvantaged children, and lack of real parent involvement go ignored. Stripping federal programs of adequate structure and oversight--of the provisions designed to promote and ensure program quality, equity, and participatory planning--does not promote reform. Rather, it protects business as usual in education to the detriment of children and the nation. (LMI)

ED 460 419 EA 027 771

Accountability Manual, 1996: The 1996 Accountability Rating System for Texas Public Schools and School Districts and Blueprint for the 1997-2000 Accountability Systems. Part 1.
PUB DATE- 96
NOTE- 200p.; For Part 2, see EA 027 772.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Attendance; Dropout Rate; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Performance; Public Schools; *State Standards
IDENTIFIERS- *Texas

This manual is designed as a technical resource to explain the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses. The system integrates district accreditation status; campus ratings; district and campus recognition for high performance and performance improvement; and campus, district, and state-level reports. The manual, part I, addresses the 1996 rating process, special circumstances, and other information relevant to the system. It also provides a blueprint of the 1997-2000 accountability systems so that schools and districts will have advance notification of future standards. It conveys all information necessary to computer 1996 ratings and acknowledgements. Section 1 outlines the philosophy underlying the system and describes the system components. Accountability criteria and standards are explained in the second section. The three basic indicators include the Texas Assessment of Academic Skills (TASS) performance in reading, mathematics, and writing; the dropout rate; and the attendance rate. The remaining six sections highlight special issues and exceptions; other elements of the system; how to determine 1996 ratings and ackn owledgements; system safeguards; local responsibilities; a blueprint of the 1997-2000 accountability systems; and additional information. Four tables and a sample pairing form are included. Appendices contain statutory requirements, commissioner of education rules, contact information, and acknowledgements. (LMI)

ED 460 420 EA 027 772

Accountability Manual, 1996: The 1996-2000 Accountability Rating System for Texas Public Schools and School Districts. Part 2: Comparable Improvement.
PUB DATE- 96
NOTE- 77p.; For Part 1, see EA 027 771.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

reveal the human dimension of discrimination. An appendix lists addresses, phone numbers, and email addresses of the 12 regional offices. (RKJ)

ED 460 438 EA 031 352

d'Arbon, Tony; Duignan, Patrick; Dwyer, Jack; Goodwin, Kim-Maree
Leadership Succession in Catholic Schools in New South Wales: A Research Project on Behalf of Catholic Education Commission--New South Wales. Phase Two. Final Report.
PUB DATE- 01
NOTE- 84p.; Research supported by grants from the Catholic Education Commission, New South Wales, by an ACU Industry Research Initiatives Scheme Award (ACU-IRIS) from the Office of Research (G9052), by a Research Initiatives Grant from the Faculty of Education (G9046), and by a Research Infrastructure Grant (G0125).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; *Catholic Schools; Elementary Secondary Education; Foreign Countries; *Occupational Information; *Principals
IDENTIFIERS- *Australia (New South Wales); *Principal Succession

Fewer people are applying for principal positions in New South Wales Catholic schools. A survey was designed to determine why fewer people were interested so that concerns could be addressed. In other countries, stress, overwork, and salary level are seen as the main deterrents to people seeking principal positions. In addition to the administrative and leadership qualities required of any principal, a Catholic school principal has the additional requirement of commitment to faith and religious practices. The respondents in this survey came from all types of Catholic schools (primary, secondary, systemic, and Congregational) and from all parts in the state. They were asked whether they would be interested in applying for a principalship at some state, whether it was unlikely that they ever would, or whether given the right circumstances and opportunities, they might apply. Certain themes emerged in the reluctance to take on the role. Over time, the principalship has gradually changed from one of religious to lay leadership and to a situation where nearly all principals are members of the laity. The layperson is likely to have family responsibilities, but some respondents perceived that there would be expectations and demands in this role more appropriate for a religious than a lay principal. Respondents who were teachers often did not want to lose close contact with students. Some felt that the salary difference did not match the degree of responsibility. The selection process was seen as too complex, flawed, or intrusive. Female respondents perceived gender bias in the selection process. There was a concern that there was too much red tape and bureaucracy involved in becoming a principal. Despite the concerns about salary, internal rewards, such as the desire to influence and shape others and the chance to make a difference in Catholic education, were positive reasons for wanting this role. The survey responses were analyzed by frequency, cross-tabulations, the General Linear Model form of multivariate analysis, the Oneway analysis, and the Univariate analysis of variance. Includes a 116-item bibliography from phase one of the study. (RKJ)

ED 460 439 EA 031 457

Minority Health. (DB)

ED 460 457 EC 306 673

Barringer, Donald; Glover, Barbara; Parlin, Mary Ann; Johnson, Dorothy
Providing Accessible Statewide Inservice Training for Practicing Professionals and Paraprofessionals Working with Infants, Toddlers, and Preschoolers Who Are Deaf or Hard of Hearing and Their Families. SKI-HI Distance Education Project, Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 516p.; Appended are "Formative Evaluation of SKI-HI Distance Education Pilot" (Beth Walden, June 11, 1996) and "Evaluation of SKI-HI Distance Education Project: Courses Conducted Fall 1997" (Beth Walden, August 1998).
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Deafness; *Distance Education; *Early Intervention; Educational Research; Educational Technology; *Family Needs; *Hearing Impairments; Information Dissemination; *Inservice Teacher Education; Instructional Effectiveness; Models; Paraprofessional Personnel; Postsecondary Education; Preschool Children; Preschool Education; Staff Development; State Programs; Training Methods

This final report discusses the outcomes of a project that developed, demonstrated, evaluated, and disseminated information about a specialized inservice training model to prepare early interventionists, special education teachers, and related service personnel to provide family-centered programming to infants, toddlers, and preschoolers who are deaf or hard of hearing and their families. The project was centered around ten objectives which were developed into a state-of-the-art inservice course, supporting training materials, and an innovative instructional delivery system. The inservice course was specifically designed for practicing professionals and paraprofessionals and was presented in ten learning modules that used two-way audio conferencing, videodisc technology, printed material, and videotape material. Project evaluations indicate that participants felt the course was an effective way to acquire skills and information to aid them in serving this population. Participants with strong training and/or experience in working with deaf or hard of hearing individuals evaluated the course as giving them new tools for use in their work with infants, children and families in homes and natural settings. The report describes the training model, the activities and participants, the evaluation findings, and the project's impact. Accompanying materials include evaluations of the effectiveness of the project. (Contains 41 references.) (CR)

ED 460 458 EC 306 682

Kupperman, Phyllis; Bligh, Sally; Barouski, Kathy
The Syndrome of Hyperlexia vs. High Functioning Autism and Asperger's Syndrome.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

This study investigated the findings of a previous study on the effectiveness of the Fort Bragg Child and Adolescent Mental Health Demonstration Project, a program that provided a comprehensive approach to the delivery of mental health and substance abuse services to a population of military-related children residing within the Fort Bragg catchment area. The previous study found no differences after 1 year in clinical outcomes between children treated in the continuum of mental health services of the Fort Bragg Child and Adolescent Mental Health Demonstration Project and children who received traditional services at two comparison sites, although clients improved at both sites. This present study uses data on 984 children (ages 5-17) collected by the Fort Bragg Evaluation Project (FBEP) at 18 months. Twelve key outcome variables were analyzed using a random regression or a hierarchical linear model. Results found that the earlier conclusions from FBEP are supported by the 18-month findings. Children at both sites improved equally, and the idea that a continuum of care yields better mental health outcomes remains unsupported. (Contains 15 references.) (CR)

ED 460 477 EC 306 853

Wolock, Isabel; Caliwan, Julie
New Jersey's Program for Youth with Special Emotional Needs: How Well Is It Working?
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Table is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Cooperation; At Risk Persons; Children; *Emotional Disturbances; *Integrated Services; Interviews; *Mental Health Programs; *Outcomes of Treatment; Program Effectiveness; Surveys; Teamwork

This paper discusses the results of a study that investigated the effectiveness of the New Jersey Youth Incentive Program (YIP). The YIP program grew out of earlier private and public efforts and reflected national trends in the reform of mental health services for children. Cutting across most of these programs is the underlying principle that home-based, family-centered care within an integrated cross-system interagency structure will best serve troubled children and adolescents. This study utilized data gathered through surveys of 21 Care Assessment Resource Team (CART) coordinators, 97 CART members from the 27 state CARTs, and in-person interviews with 38 parents randomly selected from four geographic regions of the state, and 28 of their adolescent children. Results indicated the CART program is measuring up in many respects but falling short in some. Top priority is being given to children with special emotional needs who are at risk of, or referred for, residential treatment. Team membership represents a broad range of clinical and case planning expertise. Greater attention needs to be given to the composition of the CARTs to make them demographically more representative of the target families. Participating families did, however, receive the intended comprehensive and non-traditional services, which resulted in positive changes for the youth and their families. (CR)

ED 460 478 EC 306 854

Fox, Barbara J.; Wright, Leanne M.
The Access Vermont Initiative: An Investigation of Team Development in Two Vermont Catchment Areas Providing Services to Children with Severe Emotional Disturbances and Their Families.
PUB DATE- 96
NOTE- 14p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Cooperation; Attitudes; Children; Delivery Systems; *Emotional Disturbances; *Group Dynamics; *Integrated Services; Interdisciplinary Approach; Interviews; Mental Health Programs; Research Methodology; Rural Areas; Severe Disabilities; *State Programs; *Teamwork

This study was designed to document the processes and dynamics of two multidisciplinary teams under the Access Vermont program, which provides services for children and youth with serious emotional disabilities and their families. In both cases, local interagency teams in the largely rural catchment areas developed plans for an initiative focused on family preservation and organized around a Stakeholders' Team comprised of various agency representatives and parent representatives. Qualitative methodology (interviews and analysis of meeting transcripts) was used to evaluate team members' experiences and perceptions. Analysis found five prominent themes concerning development of team unity and collaborative processes: (1) issues of trust; (2) professional and personal networking; (3) unifying goals and a common vision; (4) communication; and (5) inclusive community representation. The interview protocol is appended. (DB)

ED 460 497 EC 306 873

Eggers, Terri; Delp, William P.; Lazear, Katherine; Wells, Conni; Alonso-Martinez, Maria
Developing an Effective Statewide Network: Outcomes of Florida's System of Care for Students with Severe Emotional Disturbance.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Inclusive Schools; Integrated Services; Mainstreaming; *Outcomes of Treatment; Residential Programs; *Severe Disabilities; *Special Education; *State Programs; Student Placement
IDENTIFIERS- *Florida

This paper reviews a Florida program that offers fiscal incentives for collaboration among school districts within a region in providing services to students with serious emotional disturbances (SED). A statewide framework requires locally determined, needs-based priorities consistent with principles of multiagency planning, continuous improvement of service in period of time. The children were in four different treatment environments, including an intensive pre-adolescent residential treatment program (n=90), a pre-adolescent day treatment program (n=51), an urban pre-adolescent, school-based mental health program for children with severe behavior disorders (n=24), and a treatment foster care program (n=166). Results indicate that children in different levels of intensive care can be distinguished by the severity of their behavioral characteristics. Those with more severe symptoms were in residential care. It also appears that some of the "youngest and the deepest" of these children may be at the highest risk for having treatment needs neglected or delayed until they have experienced numerous treatment failures or dangerous levels of symptom severity. (CR)

ED 460 516 EC 306 892

Rogers, Kenneth M.; Powell, Elaine; Camp, Patti
The Characteristics of Repeat Offenders Referred for Mental Health Evaluation in the Juvenile Justice System.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Delinquency; Emotional Disturbances; Females; Hispanic Americans; Incidence; *Juvenile Justice; *Mental Disorders; *Mental Health Programs; *Predictor Variables; Racial Differences; *Recidivism; Sex Differences; Violence

This study examined demographic, clinical, and criminal histories as they related to whether 244 youth (ages 12-18) referred for mental health services at a juvenile corrections facility were repeat or first-time offenders. The population of 244 patients included 144 first-time offenders and 100 repeat offenders. Results of the study found that the referred youth in the sample differed significantly from youth in the overall population at the juvenile hall in almost all of the categories measured. The sample included fewer first-time offenders and Hispanics, it included more females, and included more youth with a history of serious violent offenses. Findings also indicated that the arrest patterns for youth referred for mental health services were more likely to be affected by the juvenile justice history of the youth than by clinical factors, including drug use and mental health service use. The number of years of delinquency appeared to be the strongest predictor of repeat offending within the group of referred youth. Lastly, the study found violent offenders were half as likely to be repeat offenders as non-violent offenders. (Contains 13 references.) (CR)

ED 460 517 EC 306 893

Barsky, Allan Edward
Essential Elements of Child Protection Mediation.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.

treatment of adolescents with emotional or behavioral problems. The module is intended to: provide reliable and valid information about outcomes of mental health care; be applicable across severity levels, clinical settings, interventions, and population groups; and be brief and inexpensive to administer. The module is composed of seven domains: (1) focal problems; (2) diagnostic assessment in five diagnostic categories; (3) multidimensional assessment of functional impairment; (4) family burden; (5) acceptability of treatment; (6) prognostic or risk-adjustment factors that may influence treatment outcome; and (7) assessment of the amount and quality of treatment received. (DB)

ED 460 536   EC 306 912

Garland, Ann F.; Litrownik, Alan J.; Mitchell, Barbara E.; Levine, Zachary A.
The Development of a Standardized Assessment Protocol in a Community Mental Health Treatment Program.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Table is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Abuse; Children; *Community Programs; Data Collection; *Emotional Disturbances; Evaluation Methods; *Mental Health Programs; *Outcomes of Treatment; Program Effectiveness; Recordkeeping; Sexual Abuse

This paper summarizes the process of instituting a standardized mental health assessment protocol in a community health treatment program serving maltreated youth. The assessment program was intended to: (1) provide descriptive data regarding the populating utilizing the service; (2) examine the efficacy of therapeutic interventions and monitor program quality; and (3) supply individual clinical data to mental health providers for use in treatment planning and monitoring. Data for 242 subjects receiving outpatient services for sexual, physical, or emotional abuse and neglect have been collected. Analysis is in terms of the three program goals. Concerning the goal of providing descriptive data, although assessments were conducted on only 60 percent of patients, data have been collected on demographics, maltreatment history, mental health service use history, and treatment expectancies, and mental health and family problems and competencies. Concerning use for assessing therapeutic efficacy, follow-up data have been collected for only 59 youth and their families. Concerning supplying individual clinical data to mental health providers, clinicians have reported satisfaction with assessment summaries. (Contains 16 references.) (DB)

ED 460 537   EC 306 913

Allen, Reva I.
The Family-Centered Behavior Scales: A Report on the Validation Study.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Autism; Behavior Patterns; Children; Cognitive Ability; Cognitive Development; *Developmental Disabilities; DNA; Elementary Education; Emotional Disturbances; Friendship; Genetics; Heredity; Intelligence Differences; Longitudinal Studies; *Males; *Mental Retardation; Sensory Integration; Social Development; *Symptoms (Individual Disorders)
IDENTIFIERS- *Fragile X Syndrome

This final report reviews the second phase of a life-span study of boys with fragile X syndrome (FSX), the most common known inherited cause of mental retardation. Males with the syndrome are more severely affected than females and in males, delays are usually evident in all the developmental domains, although cognitive and communication skills are likely to be most affected. The project studied 61 elementary school aged boys and their families. Approximately 25% of the boys were found to also meet diagnostic criteria for autism. It was noted that when autistic behavior and FXS co-occur, the effect on development appears to be additive. The heart rates of the boys with FXS were significantly higher than of typically developing children, and their visual-motor skills were less than half than would be typically expected. Achievement test scores showed wide variability. The children with FXS were found to be hypersensitive to their environment and about 43% had clinically significant behavior problems in the classroom. By third grade, 85% of the children were in self-contained, rather than inclusive classrooms. Teachers reported that 55% of the children had at least one friend at school and parents reported that 72% had at least one friend in or out of school. In most cases, the friend was another child with a disability. In addition to these findings, strategies to teach reading skills are discussed in the report. Data were collected on families' needs and supports, but have not yet analyzed. Budget information, a list of presentations, and a list of published articles related to the study are included. (SG)

ED 460 557 EC 308 777

Extended School Year (ESY) Services: Iowa Standards for Students with Disabilities.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; *Disabilities; Elementary Secondary Education; *Eligibility; *Extended School Year; *Federal Legislation; Federal Regulation; Individualized Education Programs; Program Implementation; *School Responsibility; *State Regulation; Student Rights
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Iowa; Related Services

This publication is intended to ensure that consideration for and provision of extended school year services (ESY services) for students with disabilities are consistent with the requirements of federal law, Iowa state rules, and Iowa's adopted educational standards. Part 1 of the document discusses the specific addition of ESY services to the Individuals with Disabilities Education Act (IDEA) regulations in 1999. Part 2 explores the newest directives in IDEA and in the 2000 Iowa

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Air Pollution; *Asbestos; Decision Making; Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; Guidelines; Legal Responsibility; Public Schools; *School Safety
IDENTIFIERS- Asbestos Hazard Emergency Response Act 1986; *Health Hazards

The past few years have created decision-making problems for school managers dealing with asbestos hazards in the past, for failing to do so in the present, and for doing so improperly in the future. This book summarizes the available knowledge pertinent to the decisions that school administrators and others must make regarding asbestos in the coming months and years. Chapters cover the historical perspective surrounding asbestos, the legal matters created from asbestos exposure, the factual matters behind air contaminents including asbestos and its physical risks, the financial matters surrounding asbestos removal and sources of help, and the moral considerations. Appendices contain the House Report and Joint Explanatory Statement to the Asbestos Hazard Emergency Response Act of 1986, a synopsis of Environmental Protection Agency Proposed Rules of April 1987. (GR)

ED 460 580 EF 005 239

Honeyman, David S., Ed.
Financing School Facilities.
PUB DATE- 98
NOTE- 19p.; Report prepared by the Association of School Business Officials International's Facilities Project Team. The report is a supplement to the Association of School Business Affairs. Support provided by Johnson Controls, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; Participative Decision Making; *Policy Formation; *Problem Solving; *Public Schools; *School Construction; School District Wealth
IDENTIFIERS- *Building Maintenance

Millions of students are attending classes in substandard schools, a condition that is becoming a major concern for many public school parents, teachers, students, and administrators. This report is the result of research investigating school facility issues, assessing the scope of the problem, and making recommendations to the membership of the Association of School Business Officials International. Each of the following three areas of need are examined: the construction of new facilities and the renovation or expansion of existing ones; payment for accumulated deferred maintenance in existing facilities and adequate maintenance of facilities in the future; and financing of the future depreciation of existing and new school facilities and equipment. The report recommends changes in policies, statutes, regulations, and laws in order to properly address all three areas, including specific proposed actions for the states. Concluding comments suggest that the school districts with the lowest taxing abilities are the ones with the highest levels of deferred maintenance and that facilities continue to be predominately a local concern. The report acknowledges that while there is not enough money to improve all the schools within a state, school business officials must

ED 460 606 EF 005 489

School Construction Specification and Financing: National Survey Data, 1994.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *National Surveys; *Public Schools; Questionnaires; *School Construction; State Aid; *State School District Relationship

Survey data and exhibits are presented from all 50 states concerning the planning and financing of public school facility design and construction. Survey results are displayed in two formats. The first is a pictorial display of the data that shows each state's Department of Education's response on a United States map. Accompanying these exhibits are reference notes, as written by the states or compiled from supplemental materials, that further explain their responses to the survey. The second format is in Appendix A and shows a copy of the questionnaire with a frequency distribution of the responses to each question. Appendix B lists the survey's respondents. (GR)

ED 460 607 EF 005 534

Clinton, William Jefferson
Investing in America's Schools (Amos Higtt Middle School, Des Moines, Iowa).
PUB DATE- 99
NOTE- 7p.; Prepared by the Office of the Press Secretary, The White House.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; Enrollment; *Politics of Education; *School Construction
IDENTIFIERS- Economic Growth; Medicare; National Planning; Social Security Benefits; Technology Implementation

President Bill Clinton offers his observations on the economic condition of the country and why it is important for the nation to now direct its attention to the condition of its schools and school construction. The President also emphasizes the need to use budgetary surpluses to bolster Social Security and Medicare, and paying down the debt to help the economy in the future. He argues that the growth of school enrollment in the near future and the need to implement technology in every classroom are important invests that need to be made now in the form of new school construction, the hiring of 100,000 teachers, and the retrofitting of classrooms for technology. (GR)

ED 460 608 EF 005 560

Managing Costs Creatively (MC Squared). Sections 1-5.
PUB DATE- 82
NOTE- 118p.
LANGUAGE- English

constructed in life stories that they wrote for a national writing contest. The choices include those made by the teachers during their school years, upon entering college, and in the course of their careers. In the analysis of the data, an attempt was made to combine elements of a discursive approach to social phenomena and a dialogical philosophy of language. The accounts of language choices turned out to be nature. In other words, several choices (such as reason and emotion, or internal and external) could be identified in them. (Author/VWL)

ED 460 627 FL 025 599

Karlep, Karl
Kone Ja Keele Uurimine Ning Emakeele Didaktika (Relevance of Linguistic and Psycholinguistic Studies to Mother Tongue Instruction).
PUB DATE- 98
NOTE- 14p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Estonian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Estonian; Foreign Countries; *Language Research; *Linguistics; Models; *Native Language Instruction; *Psycholinguistics; Reading Instruction; Second Language Instruction; *Semiotics; Teaching Methods; Uncommonly Taught Languages; Writing Instruction

This article looks at the relevance of linguistic and psycholinguistic studies to mother tongue instruction. Particularly, the semantically-oriented research of higher level units of language and speech, is considered. As some Estonian studies imply, there are indications that the application of psycholinguistic research in teaching practices would turn out to be very helpful. For example, it is suggested that a sentntial model developed by Ratsep may be useful in language teaching, and that cognitive models developed by, for example, Ellis and Luria, may be applied in reading and writing instruction. The necessity of considering language-specific features in teaching methodology is emphasized. The features of spoken Estonian, such as speech rhythm and segmental duration and their role in mother tongue instruction are discussed. (Author/VWL)

ED 460 628 FL 025 600

Koskela, Merja
Verbs and Noun Phrases--Two Tendencies in Philosophical Essays.
PUB DATE- 98
NOTE- 14p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Discourse Analysis; *Essays; *Language

were an externally imposed mandated reform that was not necessarily widely supported by trustees, administrators, and teachers, all of whom appeared threatened by parent and community participation. Council members were not necessarily knowledgeable about their roles and responsibilities. Principals tended to dominate the school council process but lacked the skills to advocate for change, share power, provide appropriate leadership, and develop a vision of school governance. School councils were not inclusive of Native Canadians, so the education, social interests, needs, and expectations of Native parents and community members were not being considered. Results revealed the need for a school council system involving Aboriginal parental, elder, and community participation in order to improve inclusiveness and educational relevancy, excellence, and equity in public education for Aboriginal peoples. (Contains bibliographic references.) (SM)

ED 460 649 FL 801 301

Grumm, Margaret; Van Horn, Barbara
Adult Competencies Resource Guide, 1998.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; *Citizenship Education; *Daily Living Skills; *Family Literacy; Information Sources; Instructional Materials; *Literacy Education; Reading Instruction; *Vocational English (Second Language); Writing Instruction

The resource guide presents educators' reviews of instructional materials and resources related to adult and family literacy education, including workplace literacy. Materials reviewed include commercially available classroom materials, Internet sites, computer software, videotapes, and audiotapes. The materials reviewed were drawn from a survey of adult educators, commercial sources, and a scan of Internet resources. The guide has four main sections covering materials for family literacy, workplace literacy, community and citizenship education, and personal growth and daily living skills. A final section reviews materials appropriate for instructor use but incorporating materials for learners. Information contained in the reviews includes instructional level, availability of a teacher's guide, material types, reviewer rating, and availability, in addition to basic bibliographic information, publisher, and competencies targeted. A scan of a single page form the materials may also be included. An explanation of ratings and sample rating forms are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 460 650 FL 801 313

Helping Your Child To Be Safe. Korean Version.
PUB DATE- 91
NOTE- 23p.; Title varies.
LANGUAGE- Korean
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

process of peer review by experts, is designed to provide ratings of the quality of research conducted at universities and higher education colleges in the United Kingdom. The ratings are used to inform the allocation of funds and to promote high quality in research. A total of 173 institutions took part in the 2001 RAE, and almost 300 international experts from outside the United Kingdom provided independent verification of the results. The results indicate improvements in the overall quality and international standing of research carried out in the universities and colleges of the United Kingdom. They show high quality research in a large number of institutions. Sixty-one institutions have one or more departments with the highest rating (5*), and 96 have a department rated "5." Findings show that 55% of research-active staff now work in the top-rated 5 or 5* departments, compared with 31% in 1996. There has been an increase in the volume of research that corresponds to national or international levels of excellence. Results of the 2001 RAE confirm the United Kingdom's position as one of the world's foremost research nations. UK researchers rank first in the world in terns of the numbers of publications and citations generated per million dollars spent on research. Results of the RAE are presented in table form for the United Kingdom as a whole and by the unit of assessment for 111 disciplines. An institutional research profile with two graphs is included for each of the participating institutions. (SLD)

ED 460 669 HE 034 602

Presentation of Institutional Results Reports, 2001.
PUB DATE- 01
NOTE- 172p.; The third part of document, "Illinois Student Assistance Commission, Illinois Mathematics and Science Academy" is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Annual Reports; Educational Administration; Educational Finance; Educational Objectives; *Educational Practices; Higher Education; *Outcomes of Education; *Public Colleges
IDENTIFIERS- *Illinois; Reform Efforts

"The Illinois Commitment: Partnerships, Opportunities, and Excellence" requires an annual submission of a Results Report from higher education institutions and agencies to provide evidence of progress toward the six statewide goals: economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability. Also in the Results Report, the institutions and agencies submit examples of "best practice" initiatives and accomplishments. This document contains executive summaries and examples of each institution's "best practices" as they progress toward the goals of "The Illinois Commitment." The institutions describe an academic best practice and a best practice example in the financial or administrative areas. Executive summaries and descriptions of an institutional "best practice" from the following Illinois public universities are included: (1) Chicago State University; (2) Eastern Illinois University; (3) Governors State University; (4) Illinois State University; (5) Northeastern Illinois University; (6) Northern Illinois University; (7) Southern Illinois University; (8) University of Illinois at Chicago; (9) University of Illinois at Springfield; (10) University of Illinois at Urbana-

(44.8%); and (7) in all, 44 private/special/magnet schools were represented among 2000-01 new high school graduates enrolled at M-DCC. (Contains 11 graphs and 21 tables of enrollment statistics.) (MKF)

ED 460 688 JC 020 126

The Workforce Investment Act: Implications for Community Colleges. AACC White Paper.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Vocational Education; *Community Colleges; *Dislocated Workers; *Educational Legislation; Employment; *Federal Legislation; Job Skills; *Job Training; Labor Force Development; Laws; Two Year Colleges; Vocational Education
IDENTIFIERS- *Workforce Investment Act 1998; *Workforce Investment Act 1998 Title II

Employment and training programs in the United States have evolved through several legislative incarnations since the early 1960s. The Workforce Investment Act (WIA), signed by the President on August 7, 1998, made dramatic changes in the way employment and training services are delivered, creating a new governance structure consisting of state and local workforce investment boards, a streamlined one-stop delivery system, and the replacement of local contracting with Individual Training Account/vouchers (ITA) to deliver training services. The vocational education, adult education and literacy, and vocational rehabilitation programs, however, all remain separately authorized and funded, although the legislation does provide for their linkage to the new one-stop delivery system and authorizes states to submit unified plans for the programs. The adult education and literacy program now appears as Title II of the WIA. Candidates for training services must now meet additional tests, often making training a service of last resort. It is important that community colleges become familiar with new requirements for providing training under WIA. The legislation requires that (with three exceptions) training services be provided through the use of ITAs, which will in essence, function as vouchers. ITAs will offer opportunities as well as challenges for community colleges. (NB)

ED 460 689 JC 980 378

Westchester Community College Study of Graduates, 1997.
PUB DATE- 98
NOTE- 52p.; WCC is sponsored locally by the County of Westchester, affiliated with the State University of New York.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *College Graduates; Community Colleges; Comparative Analysis; Education Work Relationship; *Educational Assessment; *Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *School Effectiveness; Transfer Students; Two Year Colleges
IDENTIFIERS- *Westchester Community College NY

In fall 1997, Westchester Community College (WCC) in New York conducted a survey of 970 students who graduated in summer or fall of 1996 or spring of 1997 to determine their educational

Trends; Nurses; *Nursing Education; Program Development; *School Business Relationship; *Student Recruitment; Two Year Colleges
IDENTIFIERS- American Association of Community Colleges

This report summarizes the results of the six-year-long Registered Nurse Shortage Project, a study of 27 community college nursing program models that were designed to attract more students. The study was conducted by the American Association of Community Colleges (AACC), in collaboration with the Metropolitan Life Foundation, in response to reports of acute shortages of nurses, and a continuing trend in decreasing numbers of nursing graduates. The project encouraged community colleges to develop initiatives to recruit nursing students from specific groups, such as minority and male students, firemen and paramedics, and LVN/LPN program participants. Colleges were also invited to establish or strengthen relationships between the college and local health care providers. For each of the college programs, a description is provided, which includes a project overview, accomplishments, the challenges faced and keys to success, and whether the program was to be continued beyond the six-year span. Examples of successful programs included a cooperative 2 plus 2 Tech Prep/Associate Degree curriculum developed with a local high school, the creation of a course of study to bridge the gap between the LPN and RN curriculum, and a linkage with an ESL program to help students with limited English achieve success in the registered nurse program. Includes a list of 41 additional resources. (VF)

ED 460 709		JC 990 245

Eisenberg, Diane U., Ed.; Labib, Nadya, Ed.; Mahoney, James R., Ed.
Advancing Foreign Language Education at Community Colleges. AACC Special Reports.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Second Language Programs; *Community Colleges; Curriculum Development; Educational Technology; Program Effectiveness; Program Implementation; *Second Language Instruction; *Second Language Learning; Two Year Colleges
IDENTIFIERS- American Association of Community Colleges

This report by the American Association of Community Colleges summarizes the results of a nationwide year-long study on foreign language education. Programs, called Improving Foreign Language Education projects at Community Colleges, were implemented at a total of 36 American colleges to enact proposed changes in curriculum and foreign language instruction. Specifically, the projects were designed to respond to the recommendations produced by a 1992 roundtable of foreign language educators. The impetus for the roundtable and ensuing projects was the conviction that in today's multicultural society, foreign language acquisition is no longer an "extra," but is essential to mutual understanding and cooperation. With the intention of creating a broader, stronger and more cohesive content and approach than currently exists, 14 policy points were suggested, some of which included: proficiency-based education; the use of technology; faculty

43% of the total faculty, and in specific disciplines, including law, fine arts, English and literature, computer sciences, and mathematics and statistics. Adjunct faculty are not eligible for tenure and are usually ineligible for major benefits. While the overall picture of adjunct faculty is positive, there are examples of low morale and perceived exploitation, particularly among adjunct faculty seeking full-time work. Based on the information in this study, five recommendations are made: (1) written policies for adjunct faculty should be established at all institutions; (2) adjunct faculty should receive common institutional benefits, including computing services and library access; (3) adjunct faculty should be compensated according to their qualifications and market demands; (4) institutional use of adjunct faculty should be better documented; and (5) institutions should track adjunct faculty employment at other institutions. Tables include percentages of part-time faculty and their salaries by institution. (JJL)

ED 460 729 JC 990 420

Tuition and Fee Report.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; Community Colleges; Educational Economics; *Educational Finance; Fees; Full Time Students; *Government School Relationship; Higher Education; In State Students; Out of State Students; Part Time Students; *Student Costs; Tables (Data); *Tuition; Universities
IDENTIFIERS- Virginia

This report provides an overview of the tuition and fees at Virginia colleges and universities. Tuition and fees at Virginia's four-year public institutions have been among the highest regionally and nationally for many years. Between 1990 and 1999, tuition and mandatory fees increased by 65% on average. As a result, the governor and the General Assembly took action to reduce these charges by 20 percent for 1999-2000. The average charge at the senior institutions will be $2,254. It is estimated that mandatory charges for resident undergraduates will fall from 8th highest nationally to 18th within the major public university category, and from 7th to 10th in the public colleges and state universities. Fees for Virginians attending the community colleges on a full-time basis will be reduced by $285 to $1,100. Under this arrangement, charges for community colleges will drop from 24th to 40th nationally. The report presents exact tuition and fee increases for residents and non-residents and provides 12 charts reporting trends in tuition and mandatory fees between 1974 and 1999, technology fees, and comparative information by institution and by state. Appended are the full-time resident and non-resident charges for undergraduate, graduate, and professional students. (JJL)

ED 460 730 JC 990 421

General Education in Virginia's Colleges and Universities.
PUB DATE- 99
NOTE- 188p.; Appendices are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

across the curriculum, and (5) institutional organization. Also included is a glossary of technical terms and information used in this report, as well as an overview of current new media programs at CCSF. Appendices include the New Media Education Summit attendees and the current Multimedia Studies certificates available at City College and the course requirements and electives for these programs. (JJL)

ED 460 749 JC 990 523

Report on Higher Education Technology.
PUB DATE- 97
NOTE- 63p.; Adopted by the New Jersey Commission on Higher Education September 1997.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Planning; *Educational Technology; Higher Education; Information Dissemination; *Information Technology; Information Utilization; Linking Agents; *Organizational Objectives; Research and Development; Technical Assistance; *Technological Advancement; Technology Transfer
IDENTIFIERS- New Jersey Commission on Higher Education

Recognizing the rapid development of telecommunications and networking technologies and their growing importance to higher education and New Jersey's overall economic competitiveness, New Jersey's Plan for Higher Education called for the Commission on Higher Education and the Presidents' Council to appoint a Higher Education Technology Task Force to make recommendations regarding technology and institutional infrastructure. The appointed task force articulated a vision for higher education technology in New Jersey and made recommendations regarding the proposed Higher Education Technology Infrastructure Fund, distance learning, and related infrastructure efforts. The report also recommends that a subgroup of the task force make additional recommendations by January 1998 regarding interconnectivity among institutions and how to fund recurring capital expenditures for technology at New Jersey's colleges and universities. Key recommendations are: (1) the commission should consider various criteria for reviewing institutions' proposed use of bond funds under the technology infrastructure fund act; (2) all institutions offering credit-bearing distance learning courses or programs should be subject to general licensure and degree approval regulations; (3) a subgroup of members investigate how other states fund recurring capital expenditures; and (4) to seek the inclusion of higher education in statewide technology infrastructure planning. Appendices include a summary of survey responses and an overview, as well as a detailed account, of existing institutional information technology among all degree granting institutions in New Jersey. (JJL)

ED 460 750 JC 990 524

The Restructuring of New Jersey Higher Education: An Interim Report to the Governor and the New Jersey Legislature.
PUB DATE- 96
NOTE- 31p.; Also prepared by the New Jersey President's Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Educational Innovation;

Building a Strategic Human Resource Function. Workforce Brief.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 96
NOTE- 7p.; Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Development; Evaluation Criteria; Fringe Benefits; Grievance Procedures; *Human Resources; Job Analysis; *Labor Force Development; Personnel; *Personnel Evaluation; *Personnel Management; Personnel Policy; Personnel Selection; Recruitment; Salaries; Staff Orientation; Strategic Planning; Work Environment

A human resource (HR) function should be strategically integrated with a company's business plan to help the company achieve its business objectives. Four elements ensure that the HR function carries out this role: plan strategically, align activities, value employees, and be proactive. The major components of a strategic HR program--obtaining, maintaining, and developing human resources--can be built in a systematic manner. Each of these components has four key elements. The principal activities involved in obtaining employees are: staff planning, job analysis, recruitment, and selection. The key elements involved in maintaining human resources are: compensation and benefits, communication, dispute resolution, and work environment. The components involved in development are orientation, training, career development, and performance appraisal. The best way to get started in establishing a strategic HR function is to conduct an HR audit. Major components of audit formats include reviewing policies and procedures, focusing on compliance issues, and evaluating record keeping. (Contains 11 references.) (YLB)

ED 460 253 CE 071 129

Shohet, Linda, Ed.
Literacy across the Curriculum: Connecting Literacy in the Schools, Community and Workplace, 1995-1996.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Human Resources Development Canada, Ottawa (Ontario).; Dawson Coll., Montreal (Quebec).
PUB DATE- 96
NOTE- 114p.; Includes "Media Focus" Volume 5, Numbers 1-4.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Research; *Educational Resources; Educational Technology; Foreign Countries; Instructional Materials; *Literacy Education; Reading Instruction; Research Reports; Writing Instruction
IDENTIFIERS- Canada; *Media Education

This document contains four issues of a journal that aims to connect literacy in the schools, the community, and the workplace. Each issue also contains an insert focusing on media literacy. Some of the topics covered in the spring 1995 issue include the following: positioning literacy--naming literacy; literacy and machines--an overview of the use of technology in adult literacy programs; the United Kingdom experience of workplace literacy; families and literacy; writing and roadkill

Services and Washington's Adult Basic and Literacy Educators (ABLE) Network with funding from the Washington State Board for Community & Technical Colleges.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Behavioral Objectives; Classroom Techniques; *Cooperative Learning; Educational Environment; *Educational Principles; Educational Theories; *English (Second Language); Group Dynamics; Group Structure; Inservice Teacher Education; Learning Activities; Learning Modules; Learning Processes; *Professional Development; Student Centered Curriculum; Teacher Workshops; Teamwork

This document contains the materials required for two 6-hour workshop sessions designed to introduce educators working with adult basic education (ABE) and/or English-as-a-second-language (ESL) students to the use of cooperative learning in adult education classrooms by modeling. Included in the document are the following: introduction (overviews and timelines for each workshop session, preworkshop checklist, instructions for preparing for activities; materials and equipment checklist, critique sheet for trainers to use to give participants feedback); trainer's notes detailing all workshop activities; prereadings to be sent to participants before the workshop session; activities (including role cards, games, table signs); charts listing the workshop objectives; handouts containing all materials to which trainers will refer during the workshop; and transparencies (abbreviated textual and graphic elements of the training materials). Session 1 of the workshop and the prereadings present selected theoretical underpinnings to cooperative learning and specific strategies for organizing the learning environment. Session 2 provides participants with a broader theoretical framework and additional strategies for establishing a climate for student-centered learning. Among the specific topics examined are the following: differences between learning alone and in groups; team building; simple cooperative structures; individual accountability; positive interdependence; and strategies promoting interaction. (MN)

ED 460 272 CE 078 777

Smith, Janet
Literacy, Welfare & Work: Preliminary Study.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 97
NOTE- 44p.; For the year II report, see CE 078 778. Supported by the Coalition for Brandon Literacy and Continuing Education (Manitoba Education and Training).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; *Education Work Relationship; Educational Needs; Focus Groups; Foreign Countries; Holistic Approach; Illiteracy; *Literacy Education; Literature Reviews; *Outcomes of Education; Poverty; Qualitative Research; Reentry Students; Rural Areas; Rural Education; Unemployment; *Welfare Recipients; *Welfare Reform
IDENTIFIERS- *Canada

The relationship between literacy, welfare, and work was examined in an exploratory study that included a literature review and employer; most felt well-informed about what their apprenticeship would entail; trainees felt less well informed; 3 in 4 liked their work colleagues; 3 in 5 agreed their workplace was a good place to work; 27 percent took part in on- and off-the-job training; 54 percent took part in one or the other; 19 percent claimed they did not take part in any training; in 86 percent of the cases, the contract of training was severed at the same time as the employment relationship; and most did so because of something to do with the employment relationship, not the training. Contributory factors to leaving were being treated as cheap labor, not learning anything, and being bullied at work. These three ways to reduce non-completion were suggested: improving the fit between new apprentices and employers, improving the in-work experience, and better assistance for older new apprentices. (Appendixes include 10 references and the study design.) (YLB)

ED 460 289   CE 082 768

Smith, Erica; Green, Annette
School Students' Learning from Their Paid and Unpaid Work.
PUB DATE- 01
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Career Exploration; Case Studies; Developed Nations; Education Work Relationship; Experiential Learning; Foreign Countries; *High School Students; High Schools; Job Placement; Job Skills; *Part Time Employment; Questionnaires; Skill Development; Student Attitudes; *Student Employment; Work Experience; *Work Experience Programs
IDENTIFIERS- Australia (New South Wales); Australia (South Australia)

A project carried out in New South Wales and South Australia examined ways in which Year 10, 11, and 12 students experience workplaces. A questionnaire administered to students in 13 schools received 1,451 responses. Case studies in five schools included interviews and focus groups with students and teachers. Interviews and focus groups with employers in both states were carried out. Findings indicated about 60 percent of students had formal part-time work; about two-thirds had done work experience, and about 11 percent had undertaken vocational placements; paid work was highly concentrated in retail or fast food; work experience was widely distributed across a range of industry areas; and the major reason for part-time work was for extra spending money. The three major forms of workplace activity had different purposes. Work experience was seen as a process of career sampling and familiarization with work habits. Vocational placements were seen as sites for developing specific skills. Paid work was a way of earning money, although significant learning occurred. Skills best developed in all three forms of workplace activity were verbal communication, how to behave at work, and using initiative. The most common specific skills mentioned by students were also common to all three forms of workplace activity: dealing with customers, communication skills, and operating a computer. (Appendixes include 127 references, instruments, school case studies, and employer reports.) (YLB)

ED 460 290   CE 082 769

Malley, Jeff; Keating, Jack; Robinson, Lyn; Hawke, Geof
The Quest for a Working Blueprint: Vocational Education and

Focusing on Issues Related to Working with Street Youth." This paper asserts that most young people can, with the support of caring adults, deal with their past and move toward independence and adulthood. (EMK)

ED 460 307   CG 029 097

Presley, Cheryl; Austin, S. Bryn; Jacobs, Judith
Selecting the Right Tool: A Compendium of Alcohol and Other Drug Assessment and Evaluation Instruments for Use in Higher Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Drinking; Evaluation Methods; Higher Education; *Measurement Techniques; *Prevention; Program Evaluation; *Substance Abuse

The purpose of this compendium is to assist administrators, staff, evaluators, and alcohol and other drug (AOD) prevention specialists in identifying and selecting feasible, informative, and appropriate evaluation instruments to assess AOD use and monitor program effectiveness on campus. The use of qualitative methods in the evaluation of grant-funded projects is discussed. Section 1, "Choosing the Right Instrument," presents the primary issues that must be considered when choosing an instrument, which range from format and feasibility to technical concerns about the quality of the measure. Section 2, "A Compendium of Measures," has short descriptions of seven instruments selected by a panel of experts in AOD prevention. These tools are among the best in the field and are designed to cover a variety of areas including frequency and amount of AOD use, consequences of AOD use, student perceptions of AOD use on campus, fraternity and sorority AOD environment, faculty and staff perceptions of AOD use, and community coalition involvement in prevention efforts. Section 3, "Annotated Evaluation Bibliography," covers resources on research design, statistical analysis, evaluation, and other instruments. (EMK)

ED 460 308   CG 029 100

Hunter, Wanda, Comp.; Knight, Elizabeth, Comp.
LONGSCAN Research Briefs, Volume 1, Summer 1998.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS/ACF), Washington, DC. Children's Bureau.; National Center on Child Abuse and Neglect (DHEW/OHD), Washington, DC.
PUB DATE- 98
NOTE- 47p.; Prepared by the LONGSCAN, the Consortium for Longitudinal Studies in Child Abuse and Neglect.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; *Child Abuse; Child Behavior; Child Neglect; Child Rearing; Children; Early Childhood Education; Early Identification; Early Intervention; Family Problems; *Family Violence

The Consortium of Longitudinal Studies in Child Abuse and Neglect (LONGSCAN) brings together five long-term studies of child maltreatment that utilize common procedures and

November 7-9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Eating Disorders; *Elementary School Students; Elementary Secondary Education; *Group Activities; Group Counseling; Lesson Plans; *Professional Development; *School Counseling; *School Counselors; *Secondary School Students; Student Needs

This paper describes activities that school counselors can use in their work with adolescents. The suggested activities and resources are divided into three general groups according to purpose: Group 1, fun; Group 2, useful; and Group 3, professional. Group 1 presents ideas for counselors on engaging in enjoyable group sessions. Suggestions include: an "Adolescent Survival Kit," for icebreakers or closing activities; a guide for adolescents on developing good manners; and "The Wrecking Ball of Games and Activities," for working on building self-esteem, developing coping skills, and managing anger. Group 2 includes: "Medical Fact Sheets," in addition to suggestions and information on "Treatment for the Traumatized Child," "BodyWise Eating Disorders," and how to access an online subscription to activities and lessons plans for school counseling. Group 3 provides counselors with information on how to obtain continuing education credits and details on state and national organizations for counselors. (Contains 10 references.) (JDM)

ED 460 328 CG 031 480

Ansburg, Pamela I.
Students' Expectations of Workload and Grade Distribution by Class Difficulty.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Students; *Difficulty Level; *Expectation; Higher Education; Skill Analysis; Student Behavior; Student Surveys; *Study; Success; Task Analysis; *Time on Task

The purpose of this study was to investigate whether students expected course difficulty to be reflected in grade distributions and in the amount of out-of-class effort required for success. Students from both upper and lower division classes described the amount of time they expected to spend preparing for an easy class, a difficult class, and a class taught at just the right level. They also indicated their expectations regarding the grade distribution in classes of varying difficulty. There was no difference between upper and lower division students on any measure. Students believed that both an easy course and a course taught at just the right level would have a negatively skewed grade distribution, whereas a difficult course would have a normal distribution. On average, students believed that the appropriate number of out-of-class hours per week was 4.9. Further, students in this sample judged that the 6-9 hours of out-of-class work that is typically recommended, to be characteristic of a difficult class. It is

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; Communication Skills; High Schools; *Information Skills; Listening Skills; Performance Based Assessment; *Reading Comprehension; Reading Skills; Research Skills; *State Standards; Student Evaluation; Youth Problems
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending, interpreting, and evaluating complex information. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the task associated with the student performances: survey information about an issue affecting youth, collect notes in a reading file, and prepare an overview of the issue. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 352 CS 013 589

Reading Improvement Grants.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Financial Support; Inservice Teacher Education; *Phonics; Program Descriptions; *Reading Improvement; *Reading Instruction; *Reading Programs; Staff Development; *State Programs
IDENTIFIERS- *Idaho; Reading Recovery Projects

This report on Idaho's grant programs for reading improvement pinpoints two programs, the General Reading Improvement Program and the Reading Improvement with Phonics Program. The report states that the first program makes funds available to support kindergarten through sixth grade "reading recovery" or other locally developed methods which increase reading skills for students. The report explains that the second program uses its funds to support phonics and skills-based inservice instruction as critical components of reading instruction as well as sustained, long-term staff development; several examples of possible uses are provided. The report then presents background information about the reading improvement programs passage through the Idaho State Legislature and funding and grant expenditures. It concludes with a graph representing ITBS reading scores reinforcing program accountability. (NKA)

ED 460 353 CS 013 595

Progress Report on Second and Third Graders' Reading Abilities, 1998-99. Executive Summary.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Communication Skills; Elementary Secondary Education; *English Curriculum; Higher Education; Literary Criticism; Reading Achievement; Reading Skills; *State Standards; Writing Achievement; Writing Skills
IDENTIFIERS- Certificate of Advanced Mastery; Certificate of Initial Mastery; Oregon; Proficiency Based Admissions Standards

This paper presents the alignment of Oregon's content standards with the Certificates of Initial Mastery (CIM), Certificates of Advanced Mastery (CAM), and the Proficiency-based Admissions Standards System (PASS). After some background, a timeline, and definitions of 4 terms used in the paper, it presents charts that align common curriculum goals to content standards, grade 3 benchmarks, grade 5 benchmarks, grade 8 benchmarks, grade 10/CIM benchmarks, grade 12/CAM benchmarks, and PASS criteria in the content areas of reading, literature, writing, and communication. (RS)

ED 460 376 CS 216 733

Writing Official Scoring Guide.
PUB DATE- 98
NOTE- 16p.; "For use during the 98-99 statewide assessment."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citations (References); Elementary Secondary Education; Language Usage; *Scoring; *State Programs; Text Structure; *Writing Achievement; Writing Evaluation; *Writing Skills
IDENTIFIERS- *Oregon Statewide Assessment Program; Voice (Rhetoric)

This official scoring guide for writing presents details of the 6-point scoring system used in Oregon schools for the 1989-99 school year. It list attributes of students' responses to merit a score from 1 (lowest) to 6 (highest) in the areas of ideas/content, organization, voice, word choice, sentence fluency, conventions, and citing sources. (RS)

ED 460 377 CS 216 734

Oregon Statewide Assessment Program, 1999: Writing and Mathematics Problem-Solving. Administration Manual.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Diagnostic Tests; Elementary Secondary Education; *Language Arts; *Mathematics Tests; Problem Solving; Scoring; *State Programs; Test Format; Test Manuals; Testing Programs; *Writing Achievement; *Writing Tests
IDENTIFIERS- *Oregon Statewide Assessment Program

This manual contains information regarding the administration of the Oregon Statewide Assessment Program's tests in writing and mathematics problem-solving. Parts of the manual address (1)

IDENTIFIERS- Ethnic Schools; New Zealand; Pacific Islands; *Pacific Region; South Pacific

This briefing paper focuses on the choices of instructional language in Pacific classrooms, as mandated by national or state policies, and discusses consequences of such choices on students' academic achievement and career preparation in the changing Pacific region. The paper first notes that in most South Pacific secondary schools, English is the language of the classroom, but for many upper grade students, English is their second language. The paper considers the misalignment of home and school languages, explaining that although the home languages of indigenous Pacific people are regarded by speakers and local authorities as an inherent part of indigenous culture and as the living language of the home, street, and community, they are rarely given a real role in academics. It then discusses some of the pros and cons of English as the language of instruction that Pacific educators must seriously consider. The paper goes on to discuss language and cognitive development and language policies across the curriculum, citing New Zealand as an example of a nation now using bilingual education in the development of ethnic preschools. (Contains 15 references.) (NKA)

ED 460 399 CS 216 802

Archbald, Douglas A.
The Reviews of State Content Standards in English Language Arts and Mathematics: A Summary and Review of Their Methods and Findings and Implications for Future Standards Development.
SPONS. AGENCY- National Education Goals Panel (ED), Washington, DC.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *English Curriculum; *Evaluation Criteria; *Evaluation Methods; Evaluation Research; *Language Arts; *Mathematics; Public Schools; *State Standards
IDENTIFIERS- American Federation of Teachers; Council for Basic Education; Thomas B Fordham Foundation

This report compares and contrasts the evaluation methods and findings of the American Federation of Teachers (AFT), Council for Basic Education (CBE), and the Fordham Foundation reviews of state English language arts and mathematics content standards. It states that the reviews found that state content standards vary greatly in how they are organized, in the levels of detail and specificity of their content prescriptions, and in the clarity of their expression. According to the report, although a number of the states' standards were found to be of exemplary quality and could be used as models, an "unacceptably large number" of state content standards were judged to be of inadequate quality. The report cites the average ratings on the 0 to 4 scale given by each rating group for English language arts and for mathematics. It finds considerable discrepancy in the reviewers' ranking of the states: there was considerable disagreement among the reviewers about which states had high quality and which states had low quality content standards. The report states that the reviewers used different criteria, defining the qualities they used for evaluation and applying their evaluation criteria differently. The report concludes by discussing ways research and policy initiatives could improve the quality of state content standards. (Contains 18

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Attendance; Dropout Rate; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Internet; *Performance; Public Schools; *State Standards
IDENTIFIERS- *Texas

This manual is designed as a technical resource to explain the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses. The system integrates district accreditation status; campus ratings; district and campus recognition for high performance and performance improvement; and campus, district, and state-level reports. The manual, part 2, provides information on Comparable Improvement (CI), a statutorily required measure. Information in part 2 has no effect on how the 1996 accountability ratings are determined. The manual provides details on the calculation of CI, the information reported in the measure, and its future application in determining accountability ratings. Following the introduction, the second section explains campus CI comparison groups. Each campus has a unique comparison group of 40 other campuses that closely match the target school on a number of characteristics. The next two sections describe the student measures used in CI and special circumstances. Sections 5 through 7 explain how to use the 1996, 1997, and 1998-2000 CI's. Four tables are included. The appendix describes how to access CI on the Internet. (LMI)

ED 460 421 EA 029 332

McCauley, Cynthia D., Ed.; Moxley, Russ S., Ed.; Van Velsor, Ellen, Ed.
The Center for Creative Leadership Handbook of Leadership Development. Jossey-Bass Business & Management Series.
PUB DATE- 98
NOTE- 482p.; A joint publication of the Jossey-Bass business & management series and the Center for Creative Leadership.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blacks; Change Strategies; Cross Cultural Training; *Evaluation; Experience; *Experiential Learning; Instructional Leadership; Leadership Responsibility; *Leadership Styles; Management Development
IDENTIFIERS- 360 Degree Feedback

In its nearly 30 years, the Center for Creative Leadership has worked with many thousands of managers and created models, tools, and programs for the development of effective leaders. Some of the lessons learned and some of the ways individuals can enhance their leadership skills are presented here. The handbook is organized into four major sections. The first is the introductory chapter, in which the editors summarize their view of leadership development. Part 1 focuses on specific developmental experiences, so as to convey the core of knowledge about methods of leadership development. This section describes a particular type of developmental experience, offering details on 360-degree feedback, feedback-intensive leadership development programs, a skill-based training program, job assignments, developmental relationships, and hardships. Part 2, which looks more closely at the leadership-

Coleman, Geraldine
Issues in Education: View from the Other Side of the Room.
PUB DATE- 01
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitude Change; Cognitive Style; *Educational Attitudes; *Educational Change; *Educational Practices; Elementary Secondary Education; *Holistic Approach; *Role Perception

The primary objective of this book is to provide concrete and practical information to guide practice in education. While it incorporates a review of research, its focus is on implementation of research in real-life educational experiences. None of the scenarios described is fictional. Five underlying themes reoccur: (1) education is a partnership; (2) perceptions and attitudes dictate our behavior; (3) knowledge creates understanding and understanding creates change; (4) there are different ways of knowing, and educators must broaden their pedagogy accordingly; and (5) many extraneous factors affect a student's educational experience. There is an emphasis on the whole child, each individual having a unique way of learning and a unique worldview. Perception especially determines reactions to situations and people. A parent, student, teacher, or administrator may change a perception and then a behavior (standing outside one role and looking in on another). Chapter 1 discusses the importance of the parent in education. Chapter 2 focuses on academic achievement. Chapter 3 examines the role of motivation in academic success. Chapter 4 examines the role of the teacher. Chapter 5 considers increasing concerns about student discipline. Chapter 6 addresses the issue of social change and its impact. (Contains 213 references.) (RKJ)

ED 460 440 EA 031 458

Aspinall, Robert W.
Teachers' Unions and the Politics of Education in Japan. SUNY Series on Japan in Transition.
PUB DATE- 01
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Labor Problems; *Politics of Education; *School Personnel; *Unions
IDENTIFIERS- *Japan

In 1989, the Japan Teachers' Union, Nikkyoso, split into two unions after 2 years of factional infighting. Japan has two political camps, the governing conservative Liberal Democratic Party and the left-wing Japan Socialist Party. The teachers' union is a powerful member in the camp of the latter. This book incorporates studies of the links between the union and other political and administrative institutions and examines Nikkyoso's place in the whole Japanese political system, while considering the ideologies and group dynamics within the union. Data were gathered from official journals, newsletters, or publications. Detailed interviews of bureaucrats, union officials, and classroom teachers were conducted in Tokyo and

DESCRIPTORS- *Asperger Syndrome; *Autism; Behavior Patterns; Behavior Problems; *Child Development; *Language Acquisition; *Language Impairments; Learning Disabilities; Personality Traits
IDENTIFIERS- *Hyperlexia

This paper addresses the different characteristics of children with hyperlexia, high functioning autism, and Asperger's Syndrome. It describes the pattern of development of 20 children with the characteristics of hyperlexia (precocious reading development and disordered language acquisition, accompanied with concomitant social and behavioral deficits). It reports on a study which found that hyperlexic children comprised a surprisingly homogeneous group with predictable patterns of development. Some of these patterns included: (1) early words which were lost and not regained until after age 2; (2) early speech and language attempts that were echolalic; (3) language that was learned in "chunks" of whole phrases and even dialogues; (4) idiosyncratic language use; (5) self-stimulatory behaviors and ritualistic behavior; (6) tantrums; (7) difficulties with socializing; and (8) delayed fine motor skills. The paper argues that although hyperlexia has similarities to autism and/or Asperger's syndrome, it should be classified as a separate sub-category of Pervasive Developmental Disorder. (DB)

ED 460 459 EC 306 693

Lyons, Dorothy; Keenan, Trisha; Cawthon, Laurie; Felming, Jan; Dickey, Rita; Loerch, Sandy; Shureen, Anne
Washington's Infant Toddler Early Intervention Program Study: Enrollment of Washington Children with Disabilities and Special Health Care Needs in Washington State Public Programs on December 1, 1997.
PUB DATE- 97
NOTE- 48p.; Study in collaboration with Washington State Department of Health and the Office of the Superintendent of Public Instruction.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Definitions; *Developmental Delays; *Disabilities; *Early Intervention; Educational Legislation; *Enrollment; Federal Legislation; *Incidence; Infants; Integrated Services; Low Income Groups; Mothers; Perinatal Influences; Prenatal Influences; Preschool Education; Research Methodology; Sex Differences; State Programs; State Surveys; Substance Abuse; Toddlers
IDENTIFIERS- Individuals with Disabilities Education Act Part H; *Medicaid; *Washington

This report presents information on infants and toddlers (ages birth to three) with delaying or disabling conditions, who were enrolled in Washington State public services on December 1, 1997, under the Individuals with Disabilities Education Act, Part H. Major findings included: (1) there was a total enrollment of 5,007 infants and toddlers (2.1 percent) in public early intervention services for delaying or disabling conditions, somewhat less than the rate found in the National Health Interview Survey study (2.4 percent); (2) an enrollment rate of 3.4 percent for Medicaid eligible children and 1.1 percent for non-Medicaid eligible children was found; (3) an enrollment rate for children of mothers with no prenatal care (6.8 percent) was more than three times higher than that for children of mothers who received first trimester prenatal care (2.0 percent); (4) characteristics of infants at birth

Pires, Sheila A.; Stroul, Beth A.
Health Care Reform Tracking Project: Tracking State Health Care Reforms as They Affect Children and Adolescents with Emotional Disorders and Their Families.
PUB DATE- 96
NOTE- 10p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Project conducted jointly by Research and Training Center for Children's Mental Health, University of South Florida; Human Service Collaborative, Washington, D.C.; and National Technical Assistance Center for Children's Mental Health, Georgetown University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Adolescents; Change Strategies; Children; Delivery Systems; *Emotional Disturbances; Health Care Costs; *Health Services; *Mental Health; National Surveys; Program Development; State Programs; Statewide Planning
IDENTIFIERS- Medicaid; *Reform Efforts

The Health Care Reform Tracking Project is a 5-year national project to track and analyze state health care reform initiatives as they affect children and adolescents with emotional/behavioral disorders and their families. The study's first phase was a baseline survey of all 50 states to describe current state reforms as of 1995. Among findings of this survey were that 86 percent of states were involved in some type of health care reform activity. Nearly all health care reforms were focusing on Medicaid, and most involve medical waivers. The study's second phase involves an in-depth impact analysis of reforms over time in 13 states: Hawaii, Iowa, Massachusetts, North Carolina, Oregon, Pennsylvania, Rhode Island, Tennessee, Utah, Washington, Wisconsin, Arizona, and California. Preliminary results of the impact analysis include: three states indicate that health care reforms have improved access to mental health services for children, although two states report access has become more difficult. Six states report new types of providers and programs included in service networks. States also identified areas to avoid in health care reform (such as splitting acute and long-term care responsibilities between the managed care entity and the public sector) and areas to include (such as providing a single system for children with serious and mild disorders). (DB)

ED 460 479 EC 306 855

Stangl, Dalene K.; Tweed, Dan L.; Farmer, Betsy; Langmeyer, David; Stelle, Lynn; Behar, Lenore B.; Gagliardi, Julia; Burns, Barbara J.
Public-Sector Managed Care for Children's Mental Health Services: Stakeholders' Perspectives. Symposium.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 96
NOTE- 16p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Table is not available from ERIC. Also sponsored by the Lowenstein Center for the Study, Prevention, and Treatment of Disruptive Behavior Disorders.
LANGUAGE- English

the system of care, evaluation of system effectiveness, and information dissemination. Evaluation indicates there has been a 61 percent decrease in the number of SED students placed in private residential programs over the past nine years, a 60 percent increase in the numbers of SED students graduating from high school over the last 10 years, an increase of 25 percent in the number of students identified as eligible for services for youth with emotional disabilities, a decrease of 16 percent in the number of SED students placed outside the public school system, and a 15 percent increase in the number of students with emotional disabilities who are being served in regular education classrooms. In addition, families are more involved in multiagency planning at every level. Overall, Florida has increased the number of children served by 78 percent and reduced expenditures per child by 73 percent. (DB)

ED 460 498 EC 306 874

Lazear, Katherine; Everett, Judith; Eggers, Terri
Utilization and Effectiveness of Florida's Multidisciplinary Family Service Planning Teams.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Elementary Secondary Education; *Emotional Disturbances; *Family Involvement; *Integrated Services; *Interdisciplinary Approach; Needs Assessment; Participant Satisfaction; Program Effectiveness; Services; Teamwork
IDENTIFIERS- Case Management; Florida

This conference paper discusses the results of a study on the effectiveness of Florida's multidisciplinary Family Service Planning Teams (FSPT). The FSPTs were developed to create holistic service plans to enable children with emotional disabilities to live in the community and be successful in school. The FSPTs have become the focus of service planning for children at risk for out-of-home or school placement in need of multiagency involvement, which brings together parents, social service agencies, and educational professionals. The study involved 14 regional Multiagency Networks for Students with Severe Emotional Disturbance (SEDNET) projects and investigated the utilization of services by the FSPTs, contributing factors of successful service planning, and one county's FSPT efforts to assess the overall satisfaction of the consumers they served. Results indicate that purchased services included: (1) recreational/leisure activities aimed at improving self-esteem and social skill development; (2) in-home services/in-home parent education and counseling/therapy; (3) respite care; (4) behavior specialists in school and home; (5) mentor/therapeutic friends; and (6) case management. Consistent family involvement was found to be important in the planning and implementation of service plans. Recommendations for program improvement are provided. (CR)

ED 460 499 EC 306 875

Trupin, Eric W.; Selby, Peter M.; McCauley, Elizabeth; Farmer, Ira G., Jr.; Lebeda, Susan B.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; Child Welfare; *Conflict Resolution; *Family Attitudes; *Family Programs; Family Relationship; Foreign Countries; Intervention; Interviews; *Program Effectiveness
IDENTIFIERS- Child Protective Services; *Mediation; Neutrality

This study investigated the effectiveness of the process of mediation in child protection (CP) and the essential aspects which may contribute to developing more effective working relationships with child welfare families. The study focused on neutrality, one of the primary aspects of CP mediation. Interviews were conducted with 17 adult family members, mediators, and child protection workers who had been directly involved in five mediation cases. Six pre-mediation interviews and six additional interviews were also conducted with family members and child protection workers (CPW) from three non-mediation comparison cases. Participants were asked to describe their experience with CP interventions, including investigations, social casework, case conferencing, solution focused therapy, and child protection court. Participants identified ten distinct essential elements: alliance, bringing parties together, facilitating communication, keeping peace, developing options, enhancing understanding, focusing the parties, contracting, neutrality, and fairness. Comparison with non-mediation cases suggested that many elements, although essential to mediation, were not necessarily unique. CPWs involved in case conferencing and solution-focused interventions utilized techniques similar to those used by mediators. However, mediator neutrality was found to be unique to CP mediation. (Contains 20 references.) (CR)

ED 460 518 EC 306 894

Wu, Ping; Hoven, Christina W.; Bird, Hector R.; Alegria, Margarita; Cohen, Patricia; Dulcan, Mina; Goodman, Sherryl; Horwitz, Sarah McCue; Lichtman, Judith; Moore, Robert E.; Narrow, Willian E.; Rae, Donald S.; Regier, Darrel A.; Roper, Margaret
Service Use Patterns of Children with Depressive and/or Disruptive Disorders: Findings from the MECA Community Sample.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 96
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC. Also supported by the National Alliance for Research on Schizophrenia and Depression (NARSAD).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); Adolescents; Behavior Disorders; Children; *Depression (Psychology); *Emotional Disturbances; *Mental Health Programs; Psychiatric Services; Use Studies

This paper summarizes results of a study which determined usage of mental health services by children with depressive disorders and whether patterns of service use and parents' perceptions of service use barriers are the same for children with depressive

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; *Emotional Disturbances; Evaluation Methods; Family Needs; *Family Programs; *Mental Health Programs; *Participant Satisfaction; Surveys; Teamwork; *Test Validity

This conference paper discusses the results of a study that investigated the validity of the Family-Centered Behavior Scale (FCBS) and its companion tool, the FCBS-Importance. On the FCBS, parents of children with special needs rate how often a professional with whom they work performs certain family-centered behaviors. On the FCBS-Importance, parents rate the importance of each of these behaviors. The study surveyed a total of 443 parents/caregivers of 406 children with special needs. Evidence of scale validity was found in three analyses: the ability of the scale to differentiate between "best" and "worst" staff members, correlations between scale items and satisfaction with staff members, and importance rating of respondents. The three most highly-rated importance items pertained to the staff member listening to the family, treating the family with respect, and accepting the family as important team members. For caregivers of children with emotional/behavioral problems, five behaviors were rated significantly higher in importance, including getting the family services from other agencies; getting help from family, friends, and community; providing information; caring about the entire family; and accepting the family as important team members. (CR)

ED 460 538 EC 306 914

Srebnik, Debra
A Brief Multi-Dimensional Children's Level-of-Functioning Tool.
SPONS. AGENCY- Washington State Dept. of Social and Health Services, Olympia. Mental Health Div.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescents; *Behavior Disorders; Child Health; Children; Delinquency; Emotional Development; *Emotional Disturbances; Evaluation Methods; Family Relationship; Interpersonal Competence; Interrater Reliability; *Measures (Individuals); Mental Disorders; *Severity (of Disability); Social Development; *Test Reliability; *Test Validity

This paper discusses the results of a study that investigated the validity and reliability of the Ecology Rating Scale (ERS). The ERS is a brief, multi-dimensional level-of-functioning instrument that can be rated by parents or clinicians. The ERS is comprised of seven domains of youth functioning: family, school, emotional, legal/justice, recreational, health, and social. For each domain, respondents are asked to assess the degree to which the child's life is influenced in the particular domain by problems associated with his/her emotional/behavioral difficulties. Each domain is rated on a 5-point scale of severity. Behavioral anchors are written on the

Administrative Code, as well as the most recent and the most authoritative precedents and policy directives concerning the ESY services. Part 3 defines ESY services. Part 4 discusses the three basic requirements of ESY services, including: (1) all children who are eligible for special education and related services are to be considered for ESY services; (2) all relevant information relating to the individual needs of the child must be considered; and (3) parents have the right of full participation in the development of the Individualized Education Program, which includes the ESY services decision, and they must be fully advised of their rights. Part 5 describes specific standards for implementing Iowa's ESY services rule. Parts 6 and 7 explore related issues of concern and best practices. (CR)

ED 460 558 EC 308 778

Thurlow, Martha; Quenemoen, Rachel; Thompson, Sandra; Lehr, Camilla
Principles and Characteristics of Inclusive Assessment and Accountability Systems. Synthesis Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Accountability; *Disabilities; *Educational Assessment; Educational Environment; *Educational Principles; Elementary Secondary Education; *Inclusive Schools; Institutional Characteristics; State Standards; Student Evaluation; *Student Participation; Testing

This report presents six core principles of inclusive assessment and accountability systems with a brief rationale and specific characteristics that reflect each principle. The principles are: (1) All students with disabilities are included in the assessment system; (2) Decisions about how students with disabilities participate in the assessment system are the result of clearly articulated participation, accommodations, and alternate assessment decision-making processes; (3) All students with disabilities are included when student scores are publicly reported in the same frequency and format as all other students, whether they participate with or without accommodations, or in an alternate assessment; (4) The assessment performance of students with disabilities has the same impact on the final accountability index as the performance of other students, regardless of how the students participate in the assessment system; (5) There is improvement of both the assessment system and the accountability system over time, through the processes of formal monitoring, ongoing evaluation, and systematic training in the context of emerging research and best practice; and (6) Every policy and practice reflects the belief that all students must be included in state and district assessment and accountability systems. (Contains 11 references.) (CR)

ED 460 559 EC 308 779

Training Speech-Language Pathologists To Serve Culturally Diverse Populations: A Model for the 21st Century. Final Progress Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

be more creative in their search for financial mechanisms to help solve the problems, coordinate their efforts, and lobby effectively. (Contains 17 references.) (GR)

ED 460 581 EF 005 240

Draft Regulations for the Comprehensive Public School Building Safety Program. Amendment to Regulations of the Commissioner of Education.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Educational Facilities Improvement; *Educational Legislation; Elementary Secondary Education; *Public Schools; *School Construction; *School Safety
IDENTIFIERS- New York; Regulatory Programs

The New York State Department of Education provides the amendments to regulations of the Commissioner of Education concerning the Comprehensive Public School Building Safety Program effective May 7, 1999. Amended items include those involving the school district 5-year capital assets preservation facilities plan, building inspections, construction and remodeling of school district facilities, and building compliance regulations to conform with the public school safety program. Also addressed are statutes involving school construction safety and security, construction noise abatement, proper ventilation requirements, asbestos abatement, and educational facility report cards. (GR)

ED 460 582 EF 005 252

Guidelines for Programs for the Issuance of General Obligation Bonds by Missouri School Districts.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bond Issues; Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; *Guidelines; Money Management; Public Schools; School Construction; School District Wealth; *State School District Relationship
IDENTIFIERS- *Financing Options; *Missouri

The Missouri Health and Educational Facilities Authority has been legislatively directed to assist the state's school districts in the issuance of general obligation bonds and to develop guidelines for two voluntary methods relating to the issuance of these bonds. The program offered provides credit enhancement and helps achieve the lowest possible borrowing costs and other favorable borrowing terms for school districts in need of educational facilities. This document presents the guidelines on the basic program requirements and credit considerations, followed by guidelines for pool financing and conventional bond financing. (GR)

ED 460 583 EF 005 281

Dekeyser, Raf
Arguments for Library Centralisation in the Digital Era.
PUB DATE- 98
NOTE- 6p.; Paper presented at the OECD Experts' Meeting on

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *Cost Effectiveness; *Educational Finance; Elementary Secondary Education; Financial Needs; Politics of Education; Property Taxes; Public Opinion; *Public Schools; *School Administration; School District Wealth; *School Effectiveness
IDENTIFIERS- *Cost Containment; Oregon

This series of five booklets has been developed to provide Oregon public school district administrators with suggestions for cost containment and increasing productivity. The five sections focus on the following topics: (1) the problem of declining funds for schools and solution strategies; (2) cost-saving tips for district and school-level administration; (3) cost-saving tips in curriculum, instruction, vocational education, special education, student services, and media services; (4) cost-saving tips for support services (buildings and grounds, maintenance, pupil transportation, and food services); and (5) cost savings for community colleges. The fourth section features suggestions on energy conservation, use of buildings, maintenance of buildings, cleaning of buildings, grounds use and maintenance, and equipment use and maintenance. It also offers eight cost-saving ideas and two appendices. (AA)

ED 460 609 FL 024 691

LeLoup, Jean W.; Ponterio, Robert
Addressing the Need for Electronic Communication in Foreign Language Teaching.
PUB DATE- 95
NOTE- 28p.; In: Steinfeld, Richard, Ed., "Educational Technologies," Monograph of the New York State Council of Educational Associations (1995) pp.39-54.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Alphabets; Classroom Techniques; *Computer Mediated Communication; Computer Uses in Education; Educational Resources; Information Sources; Instructional Materials; *Second Language Instruction; *Telecommunications; World Wide Web
IDENTIFIERS- New York

Use of electronic communication options to access foreign language teaching resources is discussed, illustrated with examples from programs and applications found in New York State. The discussion is divided into four sections, each addressing an aspect of electronic communication for preparing for and teaching a foreign language: issues of access to computer resources, including appropriate equipment, connectivity, training in the use of electronic resources, time, and limitations presented by the need for non-Roman character sets and diacritical marks; Internet resources, including lists, service lists, and language-specific lists; use of gophers and resources on the World Wide Web; examples of potential uses of Internet resources; and proposals and plans projected for the future. (Contains 17 print and electronic resources.) (MSE)

ED 460 610 FL 024 982

Usage; *Nouns; *Philosophy; *Phrase Structure; Verbs; *Written Language

Noun phrases are often used in academic writing to express the abstract character of the topics discussed. Nouns, especially nominalizations, make it possible to express complicated ideas in a condensed and compact manner, whereas the corresponding verbs make texts easier to understand and more dynamic. In this paper, a case study is presented that focuses on the use of verbs and noun phrases in six philosophical essays. The texts can be characterized as "popular essays." Therefore, two opposite tendencies in the use of verbs vs. noun phrases can be expected. On the one hand, the abstract character of philosophy as a science can increase the frequency of noun phrases, but on the other, the popular essay as a genre encourages the use of verbs because it aims at ease of understanding. (Author/VWL)

ED 460 629 FL 025 601

Laar, Malle
The Latin Component in English Medical Texts and Some of the Possibilities It Offers for Interdisciplinary Integrated Teaching.
PUB DATE- 98
NOTE- 6p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English for Special Purposes; *English (Second Language); Higher Education; *Interdisciplinary Approach; Language Role; Latin; *Medical Education; Reading Comprehension; Second Language Instruction; Textbooks; *Vocabulary

Teaching medical English presupposes knowledge about its vocabulary composition. the role of Latin (and also Greek) elements in the vocabulary can be shown through statistical methods. English medical vocabulary appears to contain two kinds of Latin vocabulary elements: words of Latin origin in the general vocabulary of English and words and terms of multilingual usage. The first group is usually successfully taught in English and Latin courses given to medical students. The other group could be included in the course of English to improve text comprehension. (Author/VWL)

ED 460 630 FL 025 602

Liiv, Suliko
The Syntactic and Semantic Structure of Sentences with a Position-Filler "It" as a Formal Object.
PUB DATE- 98
NOTE- 11p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Coping; *Crime Prevention; Family Influence; Immigrants; Korean; Korean Americans; *Law Enforcement; *Parent Child Relationship; *Parent Education; Parent Role; Rape; *Sexual Abuse; *Victims of Crime

The guide, intended for limited-English-speaking Korean parents in the United States and written entirely in Korean, discusses the nature and incidence of sexual assault and offers suggestions for keeping children safe from it. It includes several stories about attempted abduction and sexual assault of children and adolescents, defines sexual assault, outlines its circumstances and the characteristics of offenders and victims, looks at how assault affects victims, encourages parents to discuss the issues with their children and with authorities, and provides specific suggestions for teaching children and coping with assault. A glossary is provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 460 651 FL 801 316

Sexual Assault Issues Brochures.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adult Education; Caregiver Role; *Caregivers; Crime Prevention; Dating (Social); Help Seeking; *Helping Relationship; Interpersonal Communication; Interpersonal Relationship; Law Enforcement; Rape; *Safety Education; *Self Esteem; Sexual Abuse; Victims of Crime

Eight separate brochures, presented here in English versions, but also available in six additional languages (Cambodian, Chinese, Russian, Spanish, Tagalog, and Vietnamese), are designed to provide parents, adolescents, and children with information about sexual assault, self-protection, and healthy interpersonal relationships. Each brochure offers specific suggestions for personal action and interpersonal communication techniques. The brochure topics include: respect in a dating or romantic relationship; self-protection and personal safety for children; reducing the risk of children in one's care; communicating with children and protecting them from sexual assault; helping a friend who is a victim; and creating and maintaining healthy personal relationships. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 460 652 FL 801 319

Gex, Judith Coppock
Self-Correcting Dictations.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Classroom Techniques; Cloze

Champaign; and (11) Western Illinois University. Executive summaries and descriptions of institutional best practices from the following Illinois independent institutions and not-for-profit colleges and universities are included: (1) Chicago School of Professional Psychology; (2) Concordia University; (3) the Cooking and Hospitality Institute of Chicago; (4) DePaul University; (5) DeVry Institute of Technology, Chicago Campus; (6) DeVry Institute of Technology, DuPage Campus; (7) Dominican University; (8) Elmhurst College; (9) Eureka College; (10) Harrington Institute of Interior Design; (11) Illinois Institute of Art; (12) Keller Graduate School of Management; (13) Lakeview College of Nursing; (14) Lewis University; (15) Loyola University Chicago; (16) MacMurray College; (17) Kendree College; (18) Millikin University; (19) Midstate College; (20) Monmouth College; (21) National-Louis University; (22) North Central College; (23) Northwestern Business College; (24) Quincy University; (25) Rockford Business College; (26) Roosevelt University; (27) Saint Francis Medical Center College of Nursing; (28) Saint Xavier University; (29) Trinity Christian College; (30) University of Saint Francis; and (31) Wheaton College. Finally, an executive summary and description of institutional "best practices from the Illinois Student Assistance Commission, Illinois Mathematics and Science Academy are given. Taken together, these reports show the substantial efforts the state's institutions of higher education are making toward the goals of the state's improvement plan. (SLD)

ED 460 670   HE 034 604

Zemsky, Robert, Ed.
Op. Cit.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 01
NOTE- 14p.; Based on the Roundtable on Scholarly Communication in the Humanities and Social Sciences (March 2001) convened by the Association of Research Libraries, the National Humanities Alliance, and the Knight Collaborative. Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Humanities; *Information Dissemination; Peer Evaluation; *Research Reports; *Scholarly Journals; *Social Sciences; Writing for Publication

The fundamental concern of the roundtable on which this essay is based was the world of scholarship's ability to sustain and develop a system of scholarly communication that makes individual contributions to the knowledge base broadly accessible for judgment within and among the academic disciplines. The focus was on the disciplines that have traditionally made the library, as opposed to the laboratory, their home. Society has come to value the products of the sciences more highly than those of the humanities and social sciences. Scholarly publication, whether digital or print, is a complex process that involves a range of players. This essay makes some suggestions for the dissemination of scholarly work, including broadening the conception of the audience, that scholarly work in the humanities and the social sciences should address. The potential for technology to expand those who can benefit from scholarly materials and the materials that can be made available should be explored. The essay calls for the preservation of peer review, increased partnerships among different stakeholders, better education about copyright and

and work-related outcomes. The study provides information about these graduates in three ways. First, it profiles their demographic, educational, and work-related characteristics; second, it compares them with graduates from previous years to identify existing trends; and third, it provides results of an evaluation of the services and resources offered at WCC. Study findings, based on responses from 386 graduates (39.8%), included the following: (1) the percentage of females (58.1%) remains higher than that of males (41.9%); (2) the percentage of Blacks (16%) has decreased slightly over the previous year, while the percentage of Hispanics (11.1%) continues to increase; (3) the percentage of students transferring to a four-year college (58.8%) remained nearly constant; (4) satisfaction with jobs obtained is favorable; and (5) respondents continue to give high evaluation marks with regard to overall college experience, courses in their majors, and availability of courses. Appended are Five-Year Comparisons of Graduates, Demographic Profiles of Graduates, Municipalities, Counties of Residence, Curriculum Profiles, Firms Employing, and Colleges being attended by 1997 graduates as well as the questionnaire used for the survey. (AS)

ED 460 690 JC 980 379

Westchester Community College Factbook, 1997.
PUB DATE- 98
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; College Curriculum; College Faculty; College Students; Community Colleges; *Educational Finance; *Enrollment; *Institutional Characteristics; Minority Groups; School Holding Power; *Statistical Data; *Student Characteristics; Tables (Data); Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *Westchester Community College NY

Compiled from institutional research reports prepared during 1997, this report provides data on personnel, finances, and enrollment at New York's Westchester Community College (WCC) as of fall 1997. Data tables are provided for the following areas: (1) administration and personnel, including the number and ethnic/gender characteristics of employees and a list of administrative employees; (2) a report on full- and part-time applications received for degree and certificate programs; (3) students by age; (4) school budget; (5) curriculum, including enrollment and grade distribution; (6) disabled students; (7) economy, including job openings and distribution; (8) enrollment by curriculum; (9) full-time faculty, including the number and ethnic/gender characteristics of employees; (10) financial aid, including the number of recipients by type; (11) full-time-equivalency projections, including faculty and students by department; (12) graduate students, including curriculum and salary; (13) minorities, including full- and part-time students; (14) municipalities and legislature district enrollment; (15) non-credit enrollments; (16) off-campus sites, specifically the extension center; (17) student success rate, including a WCC progress report; and (18) transfer from WCC and State University of New York (SUNY) community colleges to both private and SUNY four-year colleges. (AS)

ED 460 691 JC 980 382

development; instruction across-the-curriculum; and instruction for native speakers. The programs developed at 20 community colleges are described in this report. Information provided includes the background of the institution, the plan and approach developed for the program, and the results achieved. Contact information is also provided. The authors of the study found that the positive outcome of the projects indicates a strong possibility of future success in foreign language instruction. (VF)

ED 460 710 JC 990 249

Teleconferencing Resources at U.S. Community Colleges.
PUB DATE- 96
NOTE- 464p.; Also prepared by the Community College Satellite Network, a division of the American Association of Community Colleges in Washington, DC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiovisual Instruction; *Community Colleges; *Distance Education; Educational Technology; Extension Education; *Internet; Online Systems; Satellite Facilities; *Teleconferencing; Two Year Colleges

This publication, based on a study of the teleconferencing capabilities of 825 community colleges, is designed to assist colleges and businesses in further developing and utilizing telecommunications resources. The survey was developed by Hezel Associates: (1) to document the existing telecommunications capabilities of community colleges; (2) to determine the telecommunications expansion plans and outlook at the community colleges; and (3) to document the teleconferencing services available for user groups at community colleges. The vast majority of the respondents currently have downlink capabilities for satellite video conferencing, and well over half have two-way videoconferencing capabilities. While half are already using some form of videoconferencing in the classroom, another 40% are interested in adopting distance education in the future. Just over half of the colleges with analog satellite downlink capabilities are planning to upgrade to digital downlinks in the next two years. Over 90% of the colleges surveyed indicated a desire to increase the use of video communications technologies in their institution and community. Staff development, workshops, and business meetings were the three most frequently used teleconferencing activities in community colleges. Following the findings is a directory of the facilities, which provides registration information, technical capabilities, programming services available, and contact information for each of the participating colleges. (CAK)

ED 460 711 JC 990 254

Report of the Palomar College Assessment of Learning Project.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; Community Colleges; Curriculum Development; *Educational Assessment; *Educational Finance; *Program Effectiveness; Questionnaires; Resource Allocation; School Funds; Two Year

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Curriculum; *College Role; Colleges; Core Curriculum; Curriculum Evaluation; Curriculum Research; Educational Objectives; *General Education; Higher Education; *Role of Education; Tables (Data); Universities

IDENTIFIERS- State Council of Higher Education for Virginia

This document provides a complete, if complex, picture of the state of general education in Virginia. A total of 66 institutions, including 24 public two-year, 15 public four-year, 20 private not-for-profit, and 9 private for-profit institutions, participated in one or more parts of this study. The study is divided into five parts. Part One examines the rationale for general education programs by analyzing the formal statements of the philosophy of general education at each institution. Part Two describes the structure of general education programs and its possible options for students. Part Three provides an analysis of actual course-taking patterns of a cohort of students during the years 1993-1997. This section provides lists, by institution, of the courses most commonly taken by the cohort in each of the general education categories defined by that institution. Part Four addresses the methods of assessment used to look at the results of general education programs, and Part Five gives an overview of the process of change in general education programs. Overall, the report shows that the Virginia institutions are actively engaged general education programs and the delivery of high quality education to students. Appendices include General Education Study Committee, General Education Survey Forms, Virginia Community College System's Minimum Requirements for Associate Degrees, and institution by institution listings of course data. (Contains 33 tables.) (JJL)

ED 460 731 JC 990 423

California Update: Student Progress in State and Federally Funded Adult Education Programs during the 1997-98 Instructional Year.

PUB DATE- 98

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Adult Dropouts; *Adult Education; *Adult Programs; *Basic Skills; English for Special Purposes; English (Second Language); High School Equivalency Programs; Literacy; *Literacy Education; Program Evaluation

IDENTIFIERS- *California; Comprehensive Adult Student Assessment System

This document outlines student progress within each of California's Adult Education programs for the 1997-1998 academic year. During this time period, California's Adult Education programs served 1,435,341 learners. Among those enrolled, 161,364 students were served by Adult Basic Education (ABE) programs, and an additional 1,220,594 students were served by English as a Second Language (ESL) programs. The remaining 53,383 learners were served by state-funded Adult High School programs. Learners enrolled in California's Adult Education programs received an average of 81.4 hours of instruction over the academic year. In ABE programs, 20.9% of learners who entered the literacy program at the beginning level scored at the next highest level in the post-test. In other skill areas of ABE programs, 35.2% of learners who entered at the beginning level scored at the next highest level in the post-test. For those who entered at the intermediate level, 39.2% of learners scored at the next highest level in

Educational Research; *Governance; Higher Education; *Organizational Objectives; Public Administration Education; Public Agencies; Research and Development; *School Restructuring; *Strategic Planning; Surveys
IDENTIFIERS- New Jersey Commission on Higher Education

This report presents the results of an interim assessment of the Higher Education Restructuring Act of 1994. The report is based primarily on two surveys. In the first, various state agencies were asked to indicate whether tasks assigned to them as a result of the Restructuring Act have been addressed. Results from that survey indicate that of the 85 assignments, 67 are complete or in various stages of implementation and 18 are still in the planning stage. The second survey asked members of all major New Jersey higher education constituencies, as well as key state policy makers, their opinions about restructuring, both generally and specifically. On the general assessment of restructuring, positive views outweighed negative as well as mixed views. The report makes recommendations in four areas that received less favorable ratings from approximately one-fifth of the respondents. Overall, the interim assessment indicates that there has been considerable progress in developing and nurturing New Jersey's new governance structure for higher education. While this assessment identifies areas for improvement, it acknowledges that it is too soon to determine whether any major structural changes should be considered. It plans to make a more definitive assessment in 1999, as the Restructuring Act requires. (JJL)

ED 460 751 JC 990 525

Koeppe, Al
Testimony before the New Jersey Board of Public Utilities on Behalf of the New Jersey Commission on Higher Education Regarding Universal Service.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; Educational Technology; Higher Education; Information Dissemination; *Information Technology; Information Utilization; Linking Agents; *Organizational Objectives; Research and Development; *Role of Education; *Technological Advancement
IDENTIFIERS- New Jersey Commission on Higher Education; *Universal Service (Telecommunications)

This document provides a written account of a testimony of Al Koeppe, on behalf of the New Jersey Commission on Higher Education, to the New Jersey Board of Public Utilities. He describes the Commission on Higher Education and its role in the state as coordinating higher education within the state, planning, policy development, and advocacy. He then elaborates on the system of higher education in New Jersey. In the area of telecommunication services, he explains that information technology is increasingly critical to education at all levels of the system and that the state's overall well being depend on higher education system's ability to access various forms of technology. He continues to explain how the state has previously recognized the significance of telecommunications for higher education, despite a lack of financial support. He then stresses the need for universal service across the entire on the information highway; surfing the net in pursuit of the muse; turned off, tuned out--left out (television); what do employers really want?; and what adults need to know and be able to do. The summer 1995 issue features the following: health and literacy; the United Kingdom experience of investing in people; work-based learning; the new reading disk; computer technology survey of Ontario adult literacy programs; David Buckingham on media literacy; Spain 1995--International Conference on Media Education; Prime Time Parent Media Literacy workshop kit; policy conversation on new technologies and literacy; and adult literacy software evaluation criteria. In the Fall 1995 issue, the following are addressed: knowing more, doing less; international comparison of adult literacy released; what happens to kids with learning disabilities when they grow up?; inquiry projects and inquiry maps; participatory action research; making peace with the media; media education in English Quebec--an overview; and substance abuse and media education. The Winter 1996 issue includes the following: participation and the pleasure principle (of literacy education); a grammar of the visual?; literacy and technology--trying to reach adults where they are; evaluating television for teaching literacy; and adult literacy media alliance; poetry lessons for literacy--conversation poems; assessing media work; and New York City's public schools get support for critical media use in the information age. All issues include teaching methods, resources, reviews, conference notes, and announcements. (KC)

ED 460 254   CE 072 021

Riggins, Gary F.; Netherton, Dave
Preparing Effective Trainers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 65p.; Instructor Manual developed by Gary F. Reggins; Train-to-Train Resource Guide developed by Dave Netherton.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Educational Resources; *Learning Activities; Lesson Plans; *On the Job Training; Skill Development; Trainers; *Training Methods; *Training Objectives; Transfer of Training; Transparencies; *Workshops

This teaching unit was developed to be used in an 8- to 12-hour course to train trainers. The packet contains an instructor's manual and a resource guide designed to be used by instructors who have a background in education and who have had some experience as a trainer in business. The instructor's manual contains a script for the seminar, handouts, and transparency masters. The seminar contains 11 units that cover the following topics: introducing the seminar, identifying training opportunities, explaining the training cycle, identifying training goals, developing a task analysis, writing training objectives, placing objectives in order, selecting an effective training method, preparing a training curriculum, evaluating training, and preparing for training sessions. The resource guide describes 66 resources or series of resources for trainers. (KC)

ED 460 255   CE 074 736

Eastern Adult, Continuing, and Distance Education Research Conference Proceedings (University Park, Pennsylvania, October focus group interviews with a total of 17 literacy instructors and 10 literacy students from two locations in Manitoba: Winnipeg and Brandon with the rural area surrounding it. Particular attention was paid to the connection between illiteracy and unemployment, poverty and other barriers to education and employment, the lack of "real jobs," and the impact of welfare reforms on the literacy community. The study underscored the importance of literacy education in achieving employment and alleviating poverty and the numerous barriers faced by students moving from welfare to work. The relationship between education and work was determined to be very complex. It was concluded that literacy students and instructors need more information on welfare legislation and the labor market and better support services and that the current climate of welfare reform requires more dialogue, flexibility, and student input in decision making. (Appended are 22 recommended resources for teaching literacy and employability and the focus group discussion guides used with the literacy instructors and students. The report contains 53 references. Addresses and phone numbers of six Canadian literacy-related organizations conclude the document.) (MN)

ED 460 273   CE 078 778

Smith, Janet
Literacy, Welfare, & Work: Year II Report. A Case Study of the Lives of Seven Adult Learners.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 98
NOTE- 56p.; For the preliminary study, see CE 078 777. Sponsored by the Coalition for Brandon Literacy Services.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Learning; Adult Literacy; Adult Students; Aspiration; Case Studies; *Education Work Relationship; Educational Attitudes; *Educational Needs; Employment Patterns; Employment Potential; Ethnography; Foreign Countries; Holistic Approach; *Literacy Education; Longitudinal Studies; Outcomes of Education; Qualitative Research; *Reentry Students; Student Characteristics; Student Educational Objectives; Unemployment; *Welfare Recipients; *Welfare Reform
IDENTIFIERS- *Manitoba

A four-phase longitudinal study was undertaken to examine the relationship between literacy education and employment. Phase 1 focused on trends in Canadian legislation and the labor market and student and teacher attitudes toward the legislative changes. In phase 2, an ethnographic approach was used to identify the educational and employment experiences of seven adult literacy students from Manitoba who were selected to represent a mix of ages, genders, literacy levels, family situations, and racial backgrounds. Life histories of the individuals were compiled that focused on the following: life goals, barriers to returning to school, work expectations, personal problems, and available supports. The study's overall conclusion at the end of year 2 was that, although literacy education offers personal, social, and economic benefits to individuals and society as a whole, literacy is not a "quick fix." There are also personal and structural barriers to learning and employment. The seven adults will be tracked further in phase 3, and the research findings and recommendations will be applied in phase 4. (Appended are demographic data about the case study participants and

Training in Australian Secondary Schools. Parts 1 and 2.
PUB DATE- 01
NOTE- 192p.; Part 2 is available as a pdf file only.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Educational Assessment; *Educational Development; *Educational History; Foreign Countries; Government Role; Labor Force Development; Literature Reviews; Models; *Partnerships in Education; Public Policy; School Business Relationship; *School Restructuring; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

A conceptual framework for school-based vocational education and training (VET) in Australia is based on a United States model. It implies VET has purposes beyond equipping young people with skills. Global themes in VET development are government use of VET as an economic and social policy tool to ensure skilled workforces; provision of VET through partnerships; and a move to locate responsibility for VET provision away from a central agency. These three factors impact on VET provision: British heritage, the federalist model that placed responsibility for education with the states, and a national view that labor and capital must be competitive in a global economy. VET strengths are: a recognized national agenda linking national qualifications and skill standards and senior secondary schools; a national commitment to school-based education; significant organizational changes; and new delivery arrangements in schools. Weaknesses are: multiple objectives; problematic application of quality and benchmark concepts; limited entry-level vocational concepts and qualifications; participation and retention issues; ongoing funding and resourcing responsibilities; lack of flexibility by central policy authorities; lack of appropriate performance measures; employer participation; and supply of VET teachers. (About one-third of part 1 of the document is a literature review focusing on a rationale for promoting VET in schools, issues relating to design and delivery of VET-in-Schools programs, implementation at system and school levels, relationships with employers, implementation issues at the student level, and perceived benefits. Part 2 elaborates on the major findings and issues presented in part 1 and provides the underpinning detail and research upon which the findings and recommendations of part 1 are based. (Contains 90 references.) (YLB)

ED 460 291 CE 082 770

Callan, Victor J.
What Are the Essential Capabilities for Those Who Manage Training Organisations?
PUB DATE- 01
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Education; *Administrator Qualifications; *Administrator Responsibility; Administrator Role; Adult Education; Business Skills; Developed Nations; Educational Needs; Entrepreneurship; Foreign Countries; Individual Development; Interpersonal Competence; *Leadership Qualities; *Leadership Responsibility; *Management Development;

instrumentation. Although each site is a separate project, collaboration permits exploration of additional issues and replication of findings. This paper provides brief reports of findings from several LONGSCAN analyses documenting the risk to children in homes where there is domestic violence. These briefs are organized under the following topics: (1) "Risk and Protective Factors for Young At-Risk Children," which presents projects on risk and protective factors, the impact of "social capital," African American fathers and 3-year olds, fathers' involvement with 5-year olds, mothers' victimization, spouse and partner abuse, and children's report of domestic violence; (2) "Consequences of Child Maltreatment," which includes a project on "Child Maltreatment and School Functioning"; (3) "Intervention and Treatment," which includes projects on home intervention, reoccurrence, CPS ratings, kinship versus nonkinship childcare, stability of placements, pathways of care, resource availability, and mental health services availability. "Priorities and Next Steps for LONGSCAN" are also addressed. Appendix 1 provides an overview of the LONGSCAN samples used, and highlights information about each of the Consortium components in Baltimore, Chicago, North Carolina, and Seattle. Appendix 2 identifies LONGSCAN projects, investigators, and contact information. (EMK)

ED 460 309 CG 029 136

Austin, Bryn
A Supplement to Understanding Evaluation: The Way to Better Prevention Programs. A College Case Study.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 32p.; For companion document, see ED 361 604.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Athletes; Behavior Standards; Case Studies; College Faculty; College Students; Cooperation; Curriculum; *Drinking; *Drug Use; Evaluation; Fraternities; Higher Education; Mass Media Effects; Outcomes of Education; Peer Groups; *Prevention; Rape; Social Behavior; Sororities; Violence

This case study was developed as a supplement to the U. S. Department of Education publication Understanding Evaluation: The Way to Better Prevention Programs. Its purpose is to help readers get a feel for what is involved in setting up an evaluation of a college alcohol and other drug (AOD) prevention program. Although Understanding Evaluation specifically addresses prevention work in secondary schools and presents a case example of the fictional Wood County School District to illustrate the evaluation process, the principles of evaluation discussed are applicable to schools at any level, including the college or university campus. The fictional Woodson College case study is a composite of the evaluation experiences of a number of colleges and universities woven together to help readers tailor the information in Understanding Evaluation to meet their own campus needs, In the case example, administrators at Woodson College instruct the director of prevention services to develop an evaluation plan for the Woodson's three AOD prevention programs. One program is a curriculum infusion project, the second is a social norms media campaign, and the third is a peer education project. Discusses and evaluates each of the three projects. Provides a partial list of publications and fact sheets/prevention updates recommended that too avoid disappointment that may come from unmet expectations of both faculty and students, faculty members should assess their students' expectations and take time to address inconsistencies with their own. (Contains 1 figure, 2 tables, and 14 references.) (Author/JDM)

ED 460 329 CG 031 483

Arulrajah, Annette Ananthi; Harun, Lily Mastura Haji
Relationship of Psychological Well-Being with Perceived Stress, Coping Styles, and Social Support amongst University Undergraduates.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Faculty of Educational Studies, Universiti Putra Malaysia, National Conference on Graduate Research in Education. (Serdang, Selangor, Darul Ehsan, Malaysia, July 15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Coping; Foreign Countries; Higher Education; *Interpersonal Competence; Religion; Sex Differences; *Social Support Groups; *Stress Variables; *Well Being
IDENTIFIERS- Malaysia

The aim of this study was to: (a) explore the levels of four factors (psychological well-being, perceived stress, coping styles, and social support) among undergraduates; (b) acquire an accurate description of the demographic variables; (c) explore the relationships among the four factors after controlling for the possible intervening demographic variables; and (d) explore the differences of these factors with reference to gender, status of learner, and religiosity, each in its turn. A random stratified cluster sample was taken, as representative of undergraduates attending Universiti Putra Malaysia. It was found that coping styles and social support do have positive relationships with psychological well-being, while perceived stress has a negative relationship after having controlled for all other variables. Intervening variables such as gender, religiosity, and status of learner did not have bearing on major variables like perceived stress, coping styles, social support, and psychological well-being. The one exception to this was the relationship between status of learner and psychological well-being. On the whole, the Malaysian undergraduates were found to be "psychologically well." Enhancing social support providing training skills in positive intrusive thought and problem-focused coping were strongly recommended. (Contains 71 references and 7 tables.) (JDM)

ED 460 330 CG 031 484

Tharbe, Ida Hartini Ahmad; Harun, Lily Mastura Hj.
Birth Order Positions and Personality Traits.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Faculty of Educational Studies, Universiti Putra Malaysia National Conference in Education (Serdang, Selangor Darul Ehsan, Malaysia, July 15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavioral Science Research; *Birth

Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Grade 2; *Grade 3; Primary Education; Reading Ability; *Reading Achievement; Reading Research; State Legislation; *State Standards; Tables (Data)
IDENTIFIERS- *Louisiana

This executive summary reports on the number of students not reading on grade level in all second and third grades throughout Louisiana. The report notes the provisions of the legislation that requires such data be generated, and discusses selection of the Developmental Reading Assessment (DRA) as the uniform assessment instrument to be implemented statewide in the Fall of 1998. The report then presents a summary of the findings of the Fall 1998 administration of the DRA, noting that: (1) 43.64% of the second graders were reading on or above grade level; (2) 65.52% of the third graders assessed were reading on or above grade level; and (3) 54.49% of the second and third graders were reading on or above grade level. A table listing second and third grade reading ability by parish is attached. (RS)

ED 460 354 CS 013 597

Reading Specifications: Minnesota Comprehensive Assessments for Grades Three and Five.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Educational Assessment; Elementary Education; Grade 3; Grade 5; Minimum Competency Testing; Readability; *Reading; *Specifications; State Legislation; *State Standards; *Test Format; *Testing
IDENTIFIERS- *Minnesota Comprehensive Assessment

Discussing the established legislation and background behind the Minnesota Comprehensive Assessments, this document outlines reading test specifications for third and fifth grade. It gives specifications for grades three and five on Reading Passages, Readability, Test Conditions, and Test Forms. Two sections are devoted to details for each grade including Literal Comprehension Standards, and Interpretation and Evaluation Standards. (SC)

ED 460 355 CS 013 598

Chapter 3501 Department of Children, Families, and Learning Graduation Standards (3501.0010-3501.0180): Mathematics and Reading.
PUB DATE- 96
NOTE- 18p.; See CS 013 602 for Written Composition Standards.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; High Schools; Limited English Speaking; *Mathematics; Minimum Competency Testing; *Reading; Recordkeeping; *Scoring; *State Legislation; *State Standards; Test Norms; Testing
IDENTIFIERS- *Minnesota Graduation Standards

"The Graduation Rule - 3501" was created in three stages and governs the Basic Standards in Reading and Mathematics (1996), the Basic Standards in Written Composition (1997), and the background and preparation for testing; (2) administering the writing assessment; (3) administering the mathematics problem-solving assessment; (4) local rater option; (5) returning materials; (6) guidelines for including students in testing; and (7) additional questions or information. A chart listing types of adaptations, standard administration allowable accommodations, and administrations with modifications; a sample of a completed classroom information sheet; the writing assessment official scoring guide; and the mathematics problem-solving assessment official scoring guide are attached. (RS)

ED 460 378 CS 216 735

Oregon Statewide Assessment Program, 1999: Reading and Literature, Mathematics, Science and Social Science. Administration Manual.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Diagnostic Tests; Elementary Secondary Education; Literature; Mathematics Tests; Reading Achievement; Reading Tests; Science Tests; Social Sciences; *State Programs; Test Format; Test Manuals; Testing Programs
IDENTIFIERS- *Oregon Statewide Assessment Program

This manual contains information regarding the administration of the Oregon Statewide Assessment Program's tests in reading and literature, mathematics, science, and the social sciences. Parts of the manual address (1) background and preparation for testing; (2) general administration; (3) administering the mathematics test; (4) administering the reading/literature, science and social science tests; (5) third grade assessment procedures; (6) returning materials; (7) guidelines for including students in testing; and (8) additional questions or information. A chart listing types of adaptations, standard administration allowable accommodations, and administrations with modifications is attached. (RS)

ED 460 379 CS 216 736

Essential Academic Learning Requirements in Writing.
PUB DATE- 98
NOTE- 18p.; See CS 013 578 and CS 510 061 for requirements in reading and communication respectively.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Benchmarking; Elementary Secondary Education; Grade 10; Grade 4; Grade 7; *State Standards; *Thinking Skills; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Strategies
IDENTIFIERS- *Washington

Requiring and supporting the development of thinking skills, this paper presents Washington State's Essential Academic Learning Requirements for writing. It sees writing as an act of discovery, of communication, of joy, and as an essential part of a literate society. Four charts outline standards and benchmarks regarding: (1) writing clearly and effectively; (2) writing in a variety of forms for different audiences and references, 11 notes, and 3 tables of data.) (NKA)

ED 460 400 CS 510 060

Speaking Official Scoring Guide, 1998-99.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Language Usage; *Scoring; *Speech Communication; Speech Skills; Tests
IDENTIFIERS- *Oregon Statewide Assessment Program

This official scoring guide for speaking presents details of the 6-point scoring system used in Oregon schools for the 1989-99 school year. It list attributes of students' communication to merit a score from 1 (lowest) to 6 (highest) in the areas of ideas and content, organization, language, and delivery. (RS)

ED 460 401 CS 510 061

The Essential Academic Learning Requirements in Communication.
PUB DATE- 98
NOTE- 16p.; See CS 013 578 and CS 216 736 for requirements in reading and writing.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; *Communication Skills; Elementary Secondary Education; Ethnic Relations; Grade 10; Grade 4; Grade 7; Intercultural Communication; *Listening Skills; Observation; *State Standards
IDENTIFIERS- *Communication Strategies; *Washington

Noting that increasing contact between people of different cultures heightens the need for clarity and understanding of the ethical responsibilities and consequences of communication, this paper presents Washington State's Essential Academic Learning Requirements in communication. Four charts outline standards and benchmarks regarding: (1) using listening and observation skills to gain understanding; (2) communicating ideas clearly and effectively; (3) using communication strategies and skills to work effectively with others; and (4) analyzing and evaluating the effectiveness of formal and informal communication. The four charts are divided into benchmarks for grade 4, 7, and 10. (SC)

ED 460 402 CS 510 075

Watching the News: Performance Package, Minnesota Profile of Learning.
PUB DATE- 96
NOTE- 6p.; Content Standard: Inquiry P.1; Level: Honors Primary; Course: Language Arts/Social Studies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Broadcast Journalism; Class

development process, highlights how organizations can take a systemic approach to leadership development, looks at what the individual brings to the development process, and provides insights on how to evaluate the impact of leadership-development initiatives in organizations. The final part examines issues in leadership development, drawing on a broad array of research and applications to explore intercultural issues, global organizations, and leadership development. (Contains a name index, a subject index, and approximately 255 references.) (RJM)

ED 460 422 EA 029 358

Carruthers, William L.; Stacey, Dennis
An Evaluation of the North Carolina Annual Report on School Violence: Scientific Realism in Practice.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Content Validity; Elementary Secondary Education; *Formative Evaluation; School Safety; *School Security; Student Attitudes; Tables (Data); Teacher Attitudes; *Violence
IDENTIFIERS- *North Carolina

To analyze perceptions of what constitutes a safe school. different perceptions of what constitutes a safe school, an assessment of the first 4 years of North Carolina's Annual Report on School Violence (ARSV) is reported here. The ARSV is a collection of data on specific acts of violence occurring on school property. Data on acts of violence were tabulated annually for 14 incident types: armed robbery; assault on school officials, employees, and volunteers; assault involving use of a weapon; assault resulting in serious injury; homicide; indecent liberties with a minor; kidnapping; possession of a firearm; possession of a weapon; possession of controlled substance; rape; robbery; sexual assault; and sexual offense. Results indicate that content validity for the ARSV appears to be reasonably good insofar as most respondents believe it is important to collect information on these variables. Criterion-related validity for the ARSV is nonexistent at this time. All the respondents were administrators, and it is suggested that gathering the perspectives of teachers, parents, and students would be useful in future studies. Statistical correlations are presented in 13 tables, and definitions for ARSV incidents appear in two appendices. (RJM)

ED 460 423 EA 029 359

Hensley, Phyllis A.
The Recognition and Legitimization of Female Superintendents as a Diverse Group Whose Husbands Have a Direct Impact on Job Performance, Acceptance and Retention.
PUB DATE- 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

the Saitama and Auchi prefectures. The first two chapters cover the history of the union. The schism itself is examined in chapter 3. Chapter 4 is concerned with power relations within the national education system. Chapter 5 examines the debate on education reform. Chapter 6 considers the union within the context of postwar public-sector unionism in Japan and compares it with other teacher unions around the world. In chapter 6, the connections between the decline of Nikkyoso and the decline of the Japan Socialist Party are examined, along with possible future consequences. (Contains 251 references.) (RKJ)

ED 460 441 EC 306 520

Rosenfeld, S. James
An Overview of DNR Orders: Considerations for School Districts.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 8p.; SARRC became the Southeast Regional Resource Center (SERRC), Montgomery, Alabama.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Legal Problems; *Legal Responsibility; *Policy Formation; School Districts; *School Policy; *School Responsibility; *Special Health Problems
IDENTIFIERS- *Do Not Resuscitate Orders

This paper provides an overview of legal responsibilities of school districts relating to "Do Not Resuscitate" (DNR) orders for children who are medically fragile. It addresses the incidence of school children who are medically fragile and differences in state laws that affect DNR orders. Attitudes that are preventing school districts from making sound decisions are explored and steps districts should take to comply with DNR orders are provided. These include: (1) gaining assurance that the parent, guardian, or physician making the request have the authority to do so; (2) ascertaining whether any district staff has reason to believe the parent or guardian making the request lack the authority to do so, have done so for ulterior motives, or are not motivated in the students' best interests; (3) reviewing the request or order to determine whether it can be reasonably understood and implemented by employees; (4) identifying and considering each step in the implementation process; (5) making sure all staff who might provide services to the student are alerted that a DNR order exists; and (6) documenting all arrangements in a letter with all parties acknowledging in writing that they understand and agree to the procedures that should be followed. (CR)

ED 460 442 EC 306 564

Lash, Marilyn; Savage, Ron; DePompei, Roberta; Blosser, Jean
Brain Injury among Children and Adolescents. Tip Cards.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

associated with high enrollment rates were low birthweight, preterm birth, and Apgar scores of less than 8; (5) 2.5 percent of male children and 1.9 percent of female children were enrolled; (6) enrollment rates were highest for children with Down Syndrome, cerebral palsy, cleft lip and/or palate, and other developmental disorders; and (7) children of mothers with diagnosed substance abuse had an enrollment rate of 9.5 percent. Appendices provide the state definition of developmental delay, service requirements under Part H of IDEA, and study methodology information. (Contains 35 references.) (DB)

ED 460 460 EC 306 710

Managing Information Resources for Accessibility.
PUB DATE- 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Appropriate Technology; *Assistive Devices (for Disabled); Children; *Computer Software; Computers; *Disabilities; Federal Legislation; Federal Programs; Federal Regulation; Hearing Impairments; *Information Services; *Information Technology; Physical Disabilities; Training; Visual Impairments
IDENTIFIERS- *Reasonable Accommodation (Disabilities)

This handbook presents guidance for federal managers and other personnel who are unfamiliar with the policy and practice of information accessibility to accommodate users with disabilities and to provide for their effective access to information resources. It addresses federal requirements for accessibility, adopting accessibility as a sound information resource management practice, establishing accessibility support services, and acquisition planning for accessibility. The following section describes strategies for accommodating users with: (1) visual impairments by using a glare protection screen, a large monitor with high resolution, magnified display of computer screen, large print production, keyboard orientation aids, speech synthesizer, screen reader software, braille printer, and speech recognition system; (2) hearing impairments by using amplification devices, captioning, signaling system, TDD, and electronic mail; and (3) mobility impairments by using sequential keystroke input programs, key repeat rate control, keyboard macros, word prediction packages, speech recognition, robotic devices, mouse alternatives, optical character recognition, phone headset, and speed dialing. Also addressed are areas of unmet accommodation needs and end-user training considerations and options. Appendices include information on sample contract provisions, federal government accessibility programs, U.S. Government TDD/TTY, public and private sector resources, applicable public laws, and federal regulations on reasonable accommodation. (CR)

ED 460 461 EC 306 720

Proceedings of the Joint Session of the Annual Project Directors' Meeting for the Severe Disabilities Branch and OSEP's Second State Coordinators of Severe Disabilities Networking Meeting (Washington, DC, November 7-9, 1994).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Cooperation; Children; *Community Programs; *Delivery Systems; *Emotional Disturbances; Hospitals; *Mental Health Programs; *Program Costs; Public Sector; Substance Abuse; Unit Costs
IDENTIFIERS- Capitation Support; Medicaid; North Carolina; *Outpatient Care

This paper presents contributions at a symposium about Carolina Alternatives (CA), a North Carolina program that blends capitated financing with public sector managed care for mental health and substance abuse services for children and youth eligible for Medicaid. The symposium focused on stakeholders' perspectives and on expenditure patterns of inpatient and outpatient services. First, Dan Tweed presented "Stakeholders' Perspectives: Overview of Carolina Alternatives." Next, Dalene Stangl presented "Stakeholders' Perspectives: Area Programs, Hospitals, and Departments of Social Services." The perspectives of three groups (the 10 area programs responsible for care management, the hospitals that provide mental health and substance abuse services, and the county directors of departments of social services) regarding how CA restructured service delivery, implemented care management, and redefined interagency relations are defined. Elizabeth Farmer and Julia Gagliardi presented "Stakeholder's Perspectives: Client Satisfaction and Outcomes." Preliminary results indicated overall client satisfaction and acceptability of the outcome measures to clients and staff. The final contribution, by David Langmeyer, "Stakeholders' Perspectives: Preliminary Cost Findings," compared service costs between area programs that participated in CA and those that did not. It found CA was successful in reducing costs associated with inpatient services but this decrease was offset by a dramatic increase in non-inpatient services for participating area programs. (DB)

ED 460 480 EC 306 856

Aldridge, Kevin; Evans, Jeanne; Mills, Michael; Gilbert, Robin
Managing Care through Limited Risk, Bundled Contracting.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *At Risk Persons; Children; Contracts; *Delivery Systems; *Emotional Disturbances; Family Programs; Health Maintenance Organizations; Individualized Programs; Integrated Services; *Mental Health Programs; *Risk Management
IDENTIFIERS- Ohio (Franklin County)

This report describes a managed care approach which uses limited risk bundled contracting to provide mental health services for high risk children and youth in Franklin County, Ohio. The project uses flexible allocation of blended dollars to support individualized plans that are strength-based and family-centered and incorporate principles of managed care such as limited risk contracting, increased flexibility for providers, and simplified standardization. The report explains the contracting structure, the limited risk structure, reporting

The Prime Time Project: Developing an Intensive Community-Based Intervention for Youth in the Juvenile Justice System.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Cooperation; Antisocial Behavior; *Behavior Modification; Community Programs; Criminals; *Delinquent Rehabilitation; *Emotional Disturbances; *Interpersonal Competence; Intervention; Juvenile Courts; Mental Disorders; Models; *Vocational Education
IDENTIFIERS- Washington (King County)

This paper describes the Prime Time Project, a Washington-based project which is a comprehensive intervention model for youths who are at the extreme end of the juvenile justice continuum due to their history of repeat offending, relatively severe offenses, a high degree of isolation or abandonment from their natural community, and the co-occurrence of mental health disorder. The project makes contact with youth and their families while the youth are detained and then follows them into the community upon release. Project staff have developed close collaborative relationships with juvenile court judges, probation and parole officers, local police officials, and teachers and administrators. Prime Time Project activities include: (1) structured half-day and evening activities located in a local community center; (2) vocational training, including two or more days each week involved in hands-on job skills training; (3) one or two days per week in training modules targeting areas such as social skills, affect management, interpersonal problem-solving, and drug and alcohol abuse; and (4) one evening per week, youth and a parent attend a group meeting. (CR)

ED 460 500 EC 306 876

Salazar, Jesus Jose; Sherwood, Deborah; Toche, Linda L.
California's System of Care Model for Reducing Juvenile Crime: Riverside County's Successful Interagency Program.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Cooperation; Antisocial Behavior; *Behavior Modification; Criminals; *Delinquent Rehabilitation; *Emotional Disturbances; High Schools; *Integrated Services; Intervention; Mental Disorders; Mental Health Programs; *Recidivism
IDENTIFIERS- California (Riverside County)

This paper describes a California-based interagency program that combines mental health, educational, and probation services in an effort to reduce juvenile recidivism. The program provides interagency services at three therapeutic high schools and one juvenile facility with the goal of keeping minors at home and disorders as for those with disruptive disorders. The study used data from the Methods for Epidemiology of Child and Adolescent Mental Disorders (MECA) Study. In the MECA sample, 176 children met diagnostic criteria for either depressive (N=44) or disruptive (N=96) disorders or both (N=36). In the MECA study, measures of depressive and disruptive disorder were administered and an interview protocol determined service utilization and barriers to services. The study found that children with depressive disorder were less likely to use services than children with disruptive disorder. Also, parents of children with depressive disorders report more barriers to service than parents of children with disruptive disorders. Findings suggest that children with depressive disorders are less likely to be identified or referred to mental health services and that they have more difficulties in accessing services. (DB)

ED 460 519 EC 306 895

Hamilton, Ruth Walker; Broer, Steve; Welkowitz, Julie
Michael Stayed in the General Education Classroom.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Behavior Modification; Elementary Secondary Education; *Emotional Disturbances; *Inclusive Schools; *Integrated Services; Mainstreaming; Models; Parent School Relationship; Program Effectiveness; *Social Behavior; Transitional Programs

This paper discusses the results of a study that investigated the effectiveness of the Vermont Best Practices for Educating Students with Serious Emotional Disturbances in Their Local Public Schools and Communities project. The purpose of the project was to use best practices in the development of programs and services for students with serious emotional disturbances (SED) and their families, so that the students could remain at their local public schools, or plans could be developed so that the students could return from alternative placements. The model programs and support services that were developed through involvement of the Best Practices project focused on parent and student centered services, family-school collaboration, collaborative teaming, classroom accommodations, peer support, instructional support services, teaching prosocial skills, interagency involvement, behavior management, and transition planning. The effectiveness study included 36 students (grades K-12) in 27 Vermont schools. Results indicated that all but two of these students were successfully educated within the regular education classroom in their local public school. (CR)

ED 460 520 EC 306 896

Millea, Susan
Onward to Outcomes in the School of the Future.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306

scale itself for moderate (3) and severe (5) levels. The validity study involved 74 parents of children (ages 4-18) who were current clients at one of six community mental health centers in Washington state. Results found interrater reliability was strongest for social, recreation, and legal subscales. Other scales had weak interrater reliability. With the exception of the legal subscale of the ERS, all ERS scales provided some evidence of concurrent validity. (Contains 11 references.) (CR)

ED 460 539 EC 306 915

Reay, William E.; Garbin, Calvin P.
Utility of the Daily Adjustment Indicators (DAI) for Assessing Juveniles in Community-Based Care.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables and figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Aggression; *Behavior Disorders; Delinquency; Evaluation Methods; *Group Homes; *Individual Characteristics; Predictor Variables; *Social Integration

This paper discusses the results of a study that investigated youth and adolescent psychosocial variables associated with community exclusion and whether there are consistent pathways of exclusion associated with those psychosocial variables or clusters of variables. The investigators obtained a complete set of demographic data on 35 adolescents served in two group living programs. The group living programs were designed to integrate fully these adolescents into all aspects of community life, including public education. The youth were described as uncontrollable, demonstrating disorders of conduct, including aggression, assault, property damage, law violation, and inappropriate sexual behavior, with most having more than one prior psychiatric hospitalization. Results from the study indicated that while demographic variables had little utility to predict which adolescents would be excluded from community settings (only the number of prior hospitalizations was correlated with the criterion variables), several items from the Daily Adjustment Indicators instrument were useful. A composite of these items (physical aggression, verbal aggression, sexual acting-out, anxious behavior, and police contact) was substantially correlated with both Sutter-Dyberg Student Behavior Inventory Intensity and Problem scores. (CR)

ED 460 540 EC 306 916

Sharma, Jennifer; Epstein, Michael H.; McKelvey, Janet; Frankenberry, Erin
The Daily Activities of Staff Employed at a Family Support Program Located in an Urban Setting.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; Higher Education; Hispanic Americans; *Language Impairments; *Masters Programs; Minority Groups; Multicultural Education; Professional Development; *Speech Impairments; *Speech Language Pathologists; Speech Therapy

This final report discusses the activities and outcomes of a project designed to train specialized professionals in speech-language pathology to provide diagnostic, management, and preventative services to culturally diverse populations including African Americans, Hispanics, American Indians, and Asian Americans whose needs are often neglected or inadequately met. A secondary goal of the project was to increase the number of minority professionals in the field of speech-language pathology, particularly those who will provide services to infants, toddlers, and youth within public schools. Throughout the project period of July 1, 1996 through June 30, 2000, a total of 16 master's degree students participated in the project. Of the 16 students, 14 were African American, one was Hispanic, and one was Caucasian. Students completed a required course in applied sociolinguistics and an additional course in language and culture to impart knowledge and clinical applications regarding culturally diverse populations. A final component of the project was a specialized practicum with culturally diverse populations. Graduates of the project were readily employed in the profession based on the knowledge and skills imparted by the project and the master's program. The report includes evaluation results of the students' competencies. (CR)

ED 460 560 EC 308 780

Preparation of Personnel in Secondary Special Education and Transition Service Delivery for Youth with Low Incidence (Severe) Disabilities. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 133p.; Project Coordinator: Meg Grigal. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Work Relationship; Graduate Study; Higher Education; Knowledge Base for Teaching; *Masters Programs; Minority Group Teachers; Professional Development; Secondary Education; *Severe Disabilities; *Special Education Teachers; *Transitional Programs

This final performance report discusses the activities and outcomes of a project that addressed the need for training certified and highly qualified secondary special education teachers to provide classroom and transition related instruction and services to students with low incidence or severe disabilities. The project was carried out by the Department of Special Education, University of Maryland. It consisted of implementing and evaluating a master's training program to prepare transition practitioners. The program was a 4 semester 30-36 credit hour program which allowed the trainees

Libraries and Resource Centres for Tertiary Education (Paris, France, March 9-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Centralization; *College Libraries; *Educational Facilities Planning; Foreign Countries; Guidelines; Higher Education; School Expansion; *Universities
IDENTIFIERS- *Belgium

The library system at the Katholieke Universiteit Leuven (Belgium) is decentralized and scattered throughout the multiple building campus, which itself is spread over the of town of Leuven. This paper presents an overview of a discussion at the university leading to the construction of a new central library for its Exact Sciences campus. Arguments are presented both in defense of a continuation of the decentralized library and those that were brought forward in favor of a centralized library. Also provided are some guidelines for the library's construction when and if approval was made. (GR)

ED 460 584 EF 005 283

Humphreys, Judy; Cooper, Malcolm
A Joint Academic/Public Library: Bringing the Mountain to Mohammed.
PUB DATE- 98
NOTE- 25p.; Paper presented at the OECD Experts' Meeting on Libraries and Resource Centres for Tertiary Education (Paris, France, March 9-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *College Libraries; Distance Education; Educational Facilities Design; Foreign Countries; Higher Education; Information Technology; Lifelong Learning; *Public Libraries; *School Community Relationship; *Shared Library Resources; *Universities
IDENTIFIERS- Access to Services; Facility Management

A joint-use academic/public library has been established by the University of Southern Queensland (Australia), in a partnership with the Hervey Bay City Council, to fulfill the school's commitment to bringing tertiary education to the region. This report examines this unique relationship (one of only three like it in the world) from its development and funding to the lessons learned from the experience. Described are the university's role in the surrounding community as a regional institution for higher education, the physical and intellectual accesses to electronic resources, the impact of information technology and communications on building design and facility management, and the benefits derived from its development. Final sections examine the Hervey Bay Library model as a guide for developing similar ventures. (Contains 26 references.) (GR)

ED 460 585 EF 005 284

OECD Experts' Meeting on Libraries and Resource Centres for Tertiary Education (Paris, France, March 9-10, 1998).
PUB DATE- 98
NOTE- 30p.; Meeting organized in cooperation with the OECD Programme on Institutional Management in Higher Education.

LeLoup, Jean W.; Ponterio, Robert
Meeting the National Standards: Now What Do I Do?
PUB DATE- 97
NOTE- 11p.; In: A. Voguely, Ed., "Celebrating Languages: Opening All Minds!" NYSAFLT Annual Meeting Series 14, pp. 43-50.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Course Content; *Curriculum Design; Elementary Secondary Education; Lesson Plans; *National Standards; Second Language Instruction; Second Language Programs; *Second Languages; *State Standards; Teaching Guides
IDENTIFIERS- Content Area Teaching; *National Standards for Foreign Language Learning; *New York

Ways in which teachers can use the guidelines set out in "Standards for Foreign Language Learning: Preparing for the 21st Century" (Standards) to design classroom instruction are discussed. The Standards document is explained, some misconceptions about it are examined, its relevance for the classroom teacher is explored, and examples are offered of ways the Standards can be implemented both in the overall foreign language curriculum and in daily lesson plans and activities. The organization of the Standards is outlined, and their relation to two New York State documents ("Learning Standards for Languages Other Than English" and the state syllabus, "Modern Languages for Communication") is highlighted. Several examples illustrate how parallel concepts in other disciplines can be used to reinforce language learning content and activities. A sample activity, planning a visit to Paris, illustrates how the Standards can be applied in a larger-scale assignment. Contains 9 references. (MSE)

ED 460 611 FL 025 275

ALTE News, 1996-1997.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Adult Education; Conferences; Dutch; Evaluation Criteria; Finnish; Foreign Countries; International Organizations; Language Proficiency; *Language Tests; Norwegian; Professional Associations; Second Language Instruction; Second Language Programs; *Second Languages; Test Construction; *Testing; *Testing Programs; Uncommonly Taught Languages
IDENTIFIERS- Council of Europe (France); *Europe; Germany; Luxembourg; University of Stockholm (Sweden)

The two issues of volume 5 and one issue of volume 6 of the newsletter contain articles on conferences and programs concerning language testing in Europe. Articles topics include: description of proficiency levels for a Council of Europe testing program; adult education and language testing in Germany; tests of Norwegian as a foreign language; the national foreign language certificate in Finnish; a user's guide for examiners using the Council of Europe tests; a language center in Luxembourg; the certificate of Dutch as a foreign language; language instruction at the University of Stockholm (Sweden); and news from association members. (MSE)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Pronouns; *Semantics; *Sentence Structure; *Structural Analysis (Linguistics); Verbs
IDENTIFIERS- *Object (Grammar)

This article focuses on the structural and semantic analysis of the sentences containing the pronoun "it" as a formal object. Although at first sight "it" seems to have no meaning whatsoever, it actually plays an important role in the semantic structure of the sentence. The formal object "it" changes the subcategorical meaning of a polyfunctional verb and frequently its semantics. "It" blocks up the objective valency of the verb, often changing its meaning and transforming it into an intransitive verb. (Author/VWL)

ED 460 631 FL 025 603

Luuka, Minna-Riitta
Keskustelua Verkossa Sahkopostikeskustelu Rekisterina (Language Usage, Conversation, and Electronic Mail).
PUB DATE- 98
NOTE- 22p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Discourse Analysis; *Electronic Mail; Finnish; Foreign Countries; *Language Usage; Linguistic Theory; Oral Language; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- *Finland; Registers (Linguistics)

An analysis is presented of an electronic mail conversation that took place in a Finnish scholarly electronic mailing list. The data is analyzed within the framework of systemic-functional oriented discourse and the theory of register, which attempts to explain the ways language use varies according to the type of situation. The electronic media provides a new context for language use and conversation. The participants need not to be present at the same time in order to communicate, which relates e-mail communication to traditional letter writing. On the other hand, the fastness of transmission and reply relates it more to spoken interaction. Nevertheless, the textual nature of e-mail restricts the possibilities of conveying non-verbal and social cues that are typical for face-to-face interaction. These along with many other contextual features construct a special kind of conversation dealing with teaching and learning in higher educational contexts. The tenor of discourse was equal, cooperative, factual, and non-personal and the participant roles were negotiated during the conversation. The mode of discourse was more written than spoken-like but, on the other hand, the means of creating coherence resembled spoken interaction. (Author/VWL)

ED 460 632 FL 025 604

Mulkku-Werner, Pirkko
Aidinkieli Suomen Kielen Ja Vieraiden Kielten Opiskelijoiden Mielissa (Native Language Influence on the Teaching and

Procedure; *Dictation; *English (Second Language); *Error Correction; Listening Skills; *Literacy Education; Phoneme Grapheme Correspondence; Second Language Instruction; Self Evaluation (Individuals); Skill Development; Visual Aids; Vocabulary Development
IDENTIFIERS- *Self Correction

Procedures for five English-as-a-Second-Language dictation exercises designed to enhance students' ability to self-correct are described, and suggested texts are presented. The self-correcting dictations allow students to practice their listening, gain instant feedback, and have practical information in hard form quickly. They also reduce the teacher's correction load. The dictation ideas include: a dictation read four times, with written assistance given on the first reading; a slotted or cloze dictation; peer dictation; an exercise having a small group of students reconstruct a brief passage read twice; and student construction of a dictation for others. Notes from an article on procedures for dicto-comps are also reproduced. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 460 653 HE 028 737

Adelman, Clifford
The New College Course Map and Transcript Files: Changes in Course-Taking and Achievement, 1972-1993.
PUB DATE- 95
NOTE- 297p.; "Based on the Postsecondary Records from Two National Longitudinal Studies." Support provided by the Program and Evaluation Service, Office of the Undersecretary, U.S. Department of Education and the Division of Educational Resources and Evaluation of the National Science Foundation.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Records; *Classification; *Codification; *Course Selection (Students); Courses; Data Analysis; Degrees (Academic); Demography; Educational Attainment; Grade Inflation; Grades (Scholastic); Higher Education; Longitudinal Studies; National Surveys; Statistical Data; Student Attrition; Student Characteristics; Vocational Education
IDENTIFIERS- *Classification of Instructional Programs; High School and Beyond (NCES); National Longitudinal Study High School Class 1972

This report presents a taxonomy of precisely what is studied, where, and by whom, in universities, community colleges, and postsecondary trade schools in the United States. It is based on data from the National Longitudinal Study of the High School Class of 1972 (NLS-72) and the High School and Beyond/Sophomores (HSB/So) survey of high school sophomores scheduled to graduate in 1982. With the addition of the HSB/So transcript sample covering the period 1981-1993, it is brought up to date. Section 1 describes how the data bases on which the taxonomy of courses and analyses of course-taking, credits, grades, and degrees were constructed and edited. Section 2 presents the long-term educational attainment of 2 cohorts: the NLS-72 and HSB/So students. Section 3 presents the taxonomy of over 1,000 course categories in postsecondary education that was derived from the HSB/So transcript sample. Section 4 uses 809 course categories to demonstrate how enrollments were distributed over instructional type. Section 5 focuses on the core courses taken by the two cohorts of students. Section 6 presents data on what students studied and how this has changed related issues, and new models for meeting the costs of scholarly communication and publication. (SLD)

ED 460 671 HE 034 605

Fincher, Cameron
Faculty Development in Georgia. IHE Perspectives.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Doctoral Programs; *Faculty Development; *Graduate Study; Higher Education; *Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- *University of Georgia

This paper describes a faculty development program initiated by the University of Georgia in 1964 to address a statewide faculty shortage. After 37 years, the program, Faculty Development in Georgia (FDIG), remains a successful example of inter-institutional cooperation. When FDIG began, 12 graduate assistantships were offered annually to faculty members currently teaching without degrees in other Georgia institutions. Although the program was called a predoctoral assistantship, the intent of the program was to provide a scholarship with tuition waiver and a stipend for living expenses that would permit full-time pursuit of a doctoral degree. During the history of the program, at least 347 awards have been given to at least 234 faculty members. No fewer than two-thirds of the accredited colleges in Georgia have participated in the FDIG program by granting academic leave to faculty members seeking doctoral degrees, and five colleges have made significant use of the program by the participation of a dozen or more faculty members. Eighty-six doctoral degrees were earned between 1982 and 1996. Ranking first in the number of faculty participants were the educational disciplines, with Fine Arts and Humanities second, and Behavioral and Social Sciences third. (SLD)

ED 460 672 HE 034 606

Fincher, Cameron
Continuing Development of Higher Education. IHE Perspectives.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Diversity (Student); *Educational Change; Educational History; Equal Education; *Higher Education; United States History
IDENTIFIERS- *Reform Efforts

This discussion reviews the major changes that have taken place in higher education since the end of World War II and discusses the various stages or phases that reflect changing demands and expectations. The stages are identified as: (1) 1946-1958, readjustment and educational opportunity; (2) 1958-1964, excellence and equality; (3) 1964-1972, access and equity; (4) 1970-1982, reform and renewal; (5) 1983-1996, pluralism and diversity; and (6) 1996-200?, quality, diversity, and accountability. This discussion of the stages of continued development and waves of reform includes no denials of

Graves, Sonja Lenita
Success in Postsecondary Developmental Mathematics: A Curriculum Evaluation.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Curriculum; Curriculum; Developmental Studies Programs; Educational Assessment; Evaluation; *Higher Education; *Instruction; Learning; *Mathematics; *Mathematics Education; Student Attitudes; Teacher Attitudes

The primary purpose of this postsecondary developmental mathematics curriculum evaluation is to assess the effectiveness of the Center for Occupational Research and Development's (CORD) Mathematics Foundations for Introductory College Mathematics. A contextually based, hands-on developmental mathematics curriculum, Mathematics Foundations is divided into two parts: Fundamentals and Algebra. Designed to enhance the mathematical skills of postsecondary developmental mathematics students, the curriculum presents mathematical concepts in the context of real-life situations, helping students gain a better understanding of the importance of math in their everyday lives. The one-semester evaluative study examined academic performance using pre- and post-tests and, using pre- and post-surveys, also examined students' and instructors' attitudes about mathematics. The study attempted to (1) gain field evaluations of the curriculum and its delivery systems; (2) obtain pertinent data on contextual learning methods within developmental mathematics programs at selected two-year colleges; and (3) help develop a national report that evaluates the pilot-site data collected, determine the effectiveness of contextual learning methods at the postsecondary level, and select exemplary model sites for longitudinal studies. Beyond the introduction and rationale of study, sections contained in the document include a review of the literature, theoretical framework, research methodology, conclusions, and research implications. (Contains 35 references.) (AS)

ED 460 692 JC 980 435

Parsons, Michael H.
Confronting the Millennium: A Team Strategy for Changing College Culture.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Mid-Atlantic College Conference (4th, Blue Bell, PA, October 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *College Planning; *College Role; *Community Colleges; *Educational Change; Educational Objectives; Futures (of Society); Institutional Mission; *Organizational Change; Two Year Colleges
IDENTIFIERS- Hagerstown Community College MD

This paper addresses how community colleges should effect multidimensional, dynamic, and rapid change. It describes a three-stage paradigm of educational transition: (1) organizations cannot be changed by imposing an external model; (2) there is no objective reality outside an organization's

Colleges
IDENTIFIERS- Palomar College CA; *Performance Based Funding

Following the proposal of the Chancellor of the California Community to shift from attendance-based funding to performance-based funding, Palomar College (California) has articulated its intention to judge its quality and formulate its policies primarily on learning outcomes. Out of this imperative, the Assessment of Learning Project (ALP) was born. The overall goals are: (1) to establish ongoing, interdepartmental learning assessments, (2) to improve existing assessment methods, specific to various disciplines and programs, and (3) to modify the current curriculum, based on what was learned in the assessment process. ALP surveyed Palomar faculty, and conducted detailed interviews with a subset of faculty, to determine attitudes toward current learning assessment practices. Survey findings showed that 74% of the faculty agreed with the statement that the college should develop a method to assess skills and knowledge, but 53% of the respondents felt they did not have enough resources to adequately assess their students. Interviews revealed that about half the faculty use a formal assessment process at the beginning of their courses, most faculty use a variety of assessment instruments in addition to tests, and about one-third of those interviewed compare the progress of their current class with that of previous classes. The report includes five recommendations made as a result of the faculty input. The survey instrument, interview questions, and responses are appended. (VF)

ED 460 712 JC 990 264

Vucinich, Janet Brecht
Voices in the Classroom.
PUB DATE- 97
NOTE- 286p.; Ph.D. Dissertation, University of New Mexico.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Community Colleges; Cooperative Learning; Diversity (Student); Individualized Instruction; Language Acquisition; Learning Strategies; *Literacy; *Reading Skills; Self Esteem; *Student Attitudes; *Teacher Student Relationship; Two Year Colleges; *Writing Skills

This study explores the complex interaction and individuality of students in a community college basic writing class. Students represented a diverse population in terms of age and ethnicity. The research makes use of informal and formal modes of writing in the classroom as a way to understand writing as both an individual activity and as a social process. There were two formal assignments administered on the topic of literacy: First, students described their personal histories with learning to read and write; second, students researched their community or family's attitudes toward reading and writing. Research reflects how writing in the classroom encouraged personal introspection and problem solving in a very immediate manner. Interpretation of the findings focuses on developing a more comprehensive understanding of the concepts of purpose, authority, and confidence, and aims to establish a better definition of writing. The study addresses: (1) how students remember and reflect on their personal histories with reading and writing; (2) the process experienced by teacher and students in writing classes serving diverse student populations; (3) how past and present experiences affect individuals' confidence; (4) how student writers perceive their the post-test. Of the individuals enrolled in ESL programs, 38.6% of those entering at the beginning level, and 39.5% entering at the intermediate level, scored at the next level on the post-test. All the learners enrolled in Adult High School Programs entered at the advanced level, and 31.8% scored at the next highest level on the post-test. (TGO)

ED 460 732   JC 990 462

Transfer and Articulation in South Carolina.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Articulation (Education); College Transfer Students; Community Colleges; Compliance (Legal); Educational Assessment; Enrollment; Higher Education; Institutional Cooperation; Institutional Mission; *Public Colleges; *Transfer Policy; *Transfer Programs

This document details regulations and procedures for transfer in public two-year and four-year institutions in South Carolina as mandated by Act 137 of 1995. This Act stipulates that the Council of College and University Presidents and the State Board shall develop better articulation of associate and baccalaureate degree programs. In compliance, the Commission established a Transfer Articulation Policy Committee. Consequently, the South Carolina Commission on Higher Education approved 74 courses for transfer from two- to four-year public institutions. The Commission has also mandated that all four-year public institutions shall issue annually a transfer guide covering items related to admission requirements, standardized examinations, maximums in course credits, course listings, articulation agreements, and others. Transfer Blocks/Statewide Agreements are also detailed, along with information on related reports and statewide documents. A quality assurance process for course work that requires a formal review is required every four years. Information on how the staff of the Commission on Higher Education shall print and distribute copies of these procedures is described. Copies of the processes and procedures are to be made available through the Internet and institutional catalogues. (JJL)

ED 460 733   JC 990 464

Economic and Workforce Development. Final Task Force Report .
PUB DATE- 99
NOTE- 7p.; Produced by the Economic and Workforce Development Task Force of the Howard Community College Commission on the Future.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Community Development; Economic Development; *Educational Planning; Employment Patterns; Institutional Mission; *Job Skills; *Labor Force Development; *Needs Assessment; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This document describes the vision and priorities of Howard Community College's (HCC's) Economic and Workforce Development Task Force. The task force's commission was to identify the long- and short-term skills businesses will demand of the educational system and possible ways both K-12 and higher education institutions would benefit. He concludes with specific recommendations to the Board of Public Utilities. The Board is urged to adopt a statewide universal service fund with a separate component to provide discounted rates to higher education institutions for telecommunication services and the necessary connections to access services. An estimate of the proposal costs is included. (JJL)

ED 460 752 PS 025 984

Cartwright, Penny, Ed.; Kelly, Clare, Ed.; McLean, Kathy, Ed.; Mellor, Nikki, Ed.; Pidgeon, Sue, Ed.; Stevens, Judith, Ed.; Stables, Kay, Ed.
Early Childhood Review: Papers from GAEC, 1996-1997.
PUB DATE- 96
NOTE- 100p.; Published twice per year. For the Autumn 1995 issue, "Parents as Partners," see ED 391 586.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingualism; Book Reviews; Books; Caregiver Child Relationship; Childrens Literature; Conferences; *Early Childhood Education; Educational Vouchers; Foreign Countries; Infants; Inspection; Periodicals; Picture Books; Story Telling; Visual Arts; *Young Children
IDENTIFIERS- Goldsmiths College (England); Great Britain; Italy (Reggio Emilia)

This periodical, from Goldsmiths Association for Early Childhood (GAEC), addresses a variety of issues related to early childhood education in Great Britain. Articles included in the Spring 1996 issue are: (1) "Traditional Story Telling in the Early Years" (Fiona Collins); (2) "International Focus--Early Childhood Education Programme: An Approach to Developing the Whole Child through the Arts" (Olga Kritskaya); (3) "Books for Babies: Views From an Under Five's Centre" (Nikki Mellor); (4) "1995 Annual Conference Report," highlighting recent research by Colwyn Trevarthen on communicating with infants; (5) "Minutes of the 1995 Annual General Meeting"; (6) "Member's Report: Child Development Society Conference 1995" (Anne Cooper); (7) "My Favourite Picture Book: Handa's Surprise" by Eileen Browne" (Judith Graham); and (8) reviews of two several children's books. The Autumn 1996 issue is titled "Focus on Assessment and Inspection" and discusses the effects of baseline assessment, desirable outcomes, and inspection of voucher-redeeming institutions on the quality of early childhood education. Articles are: (1) "Issues from Key Stage 1 Assessment" (Tabitha White); (2) "The Challenge of Inspecting the Under 5s--One Borough's Response" (Alison Ruddock); (3) "GAEC Seminar: Roseanne Simpson Talking about Ofstead and the Early Years" (Sue Pidgeon"; (4) "Early Childhood Education in Reggio Emilia" (Pat Gura); (5) "Nursery Vouchers" (Denzil Shepheard); (6) "My Favorite Picture Book: 'The Bear Under the Stairs' (by) Helen Cooper" (Marion Whitehead); (7) "Tracking Significant Achievement" by Vicky Hutchin (Nikki Mellor); (8) "Assessing Young Children's Writing" by Tom Gorman and Greg Brooks (Penny Cartwright and Judith Stevens); and (9) "Who Will Mind the Children?" by Save the Children (Judith Stevens). Articles included in the Summer 1997 issue are: (1) "Exploiting the Learning Potential with Early Years Children" (Gina Kent); (2) "Gender Differentiation in the Use of Construction Equipment in the Early Years of Schooling" (Judith Stevens); (3) "Using Information Texts with the Under 5's" (Nikki Mellor); (4) "Marian Whitehead--An Appreciation of our First

24-26, 1996).
PUB DATE- 96
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; Adult Programs; Bachelors Degrees; Basic Skills; Computer Managed Instruction; Correctional Education; Developing Nations; *Disabilities; *Distance Education; Education Work Relationship; Educational Planning; *Educational Research; Employment Potential; Foreign Countries; Higher Education; Independent Study; Information Technology; Leadership Qualities; Learning Theories; Older Adults; Professional Development; Sex Differences; Teacher Education; Teaching Methods; Teleconferencing; *Womens Education
IDENTIFIERS- Hungary; Poland; Russia

Includes the following among 52 papers: "Accelerated Degree Programs" (Anderson et al.); "Basic Skills in the Workplace" (Askov); "Breaking All the Rules" (Baird); "Data Mining for Factors Affecting the Implementation of Interactive, Computer-Mediated Instructional Techniques for Students at a Distance" (Bielema); "Continuing Higher Education in Hungary" (Boyer); "Program Development Using Distance Learning Technologies" (Boyer); "Factors of Distraction in a One-Way Video, Two-Way Audio Distance Learning Setting" (Briggs, Wagner); "Acceptance of Technical Media Study" (Carmichael, Cegles); "Processes of Adult Learning" (Cavaliere); "Participation of Older Adults in Educational Programs" (Chen); "Adult Education and Employability" (Chene, Voyer); "Why Do Adult Educators in the Employment and Training Field Participate in Continuing Professional Education?" (Childers); "Mailing Lists as a Venue for Adult Learning" (Collins, Berge); "What Can Men Learn from Women About Academic Adjustment to College?" (Deely); "Experiences of High School Seniors, Teacher, and Administrators in a Distance Learning Calculus Course" (Downs); "Adult Education's Role in the Post-Secondary Education and Employment of People with Disabilities" (DuBois, Klinger); "Critical Thinking, Developmental Learning, and Adaptive Flexibility in Organizational Leaders" (Duchesne); "Moving into Interactive Video Instruction" (Dumestre, Noel); "Learning Theory Applied to Adults" (Ferro); "Alternative Methods, Alternative Delivery Systems" (Fowler, Strunk);"Identifying Factors that Promote Perspective Transformation in Higher Education" (King); "Effects of Gender Differences on College Outcomes for Adult Graduates" (Knezek); "Faculty Awareness and Use of Adult Learning Principles" (Lawler et al.); "Development of a Computer-Based Telecommunications Network for Diabetes Educators in West Virginia" (Lewis, Jacknowitz); "The Video-Teleconference HRD Human Resource Development Classroom" (Niemi et al.); "Patterns of Interaction in an International Audioconferencing Course" (Nti, Bunker); "Distance Education and Media Technologies" (Obregon, Uppal); "Playing in the Cyberspace Sandbox" (Palloff, Pratt); "Deconstruction Model of Literacy's Political and Cultural History" (Quigley); "Learning and New Voices" (Resides); "New Roles for Continuing Education" (Surridge); "Lifelong Learning in Museums" (Svedlow); "Issues in Adult Education Historiography" (Thompson); "Applying Adult Learning Theories to Technology-Based Instruction" (Wagner); "Significance of Transformative Learning in Adults Enrolled in a Teacher Education Program" (Weirauch); "Faculty as Adult Learners" (Wilhite et al.) and "Adult Education for Workers" (Wolensky). (YLB) definitions of stage 1, 2, and 3 learners. The document contains 78 references. Addresses and phone numbers of seven Canadian literacy-related organizations conclude the document.) (MN)

ED 460 274 CE 082 585

Comings, John P.; Cuban, Sondra; Bos, Johannes M.; Taylor, Catherine J.
"I Did It for Myself": Studying Efforts To Increase Adult Student Persistence in Library Literacy Programs.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Office of Educational Research and Improvement (ED), Washington, DC.; Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; George Gund Foundation, Cleveland, OH.; Grable Foundation, Pittsburgh, PA.; New York Times Foundation, NY.; Open Society Inst., New York, NY.
PUB DATE- 01
NOTE- 95p.; Part of the Literacy in Libraries Across America (LILAA) initiative. Dissertation also supported by Anheuser-Busch, Heinz Family, and Union Carbide Foundations.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Adult Basic Education; Educational History; *Libraries; Library Role; *Literacy Education; *Program Design; Program Implementation; Qualitative Research; School Holding Power; Strategic Planning; Student Attrition

This report describes the design of the Literacy in Libraries Across America (LILAA) persistence study, the strategies that participating libraries are using to increase student persistence, and emerging implementation issues. It describes existing patterns in student persistence, identifies factors that support or inhibit persistence, and begins to explore the relationship between program strategies and persistence. Chapter 1, an introduction, is followed by Chapter 2 that discusses the context for the persistence study. It reviews relevant literature and discusses the history of library literacy programs. Chapter 3 presents the research design. Chapter 4 provides early findings from the initial qualitative research that suggest three categories of themes and their related strategies that are particularly important in explaining student persistence: programmatic (integrating the program into the library; respecting and caring for adult students; reflecting the core principles of libraries), instructional (curricula; assessment; technology; volunteer tutors), and student-based (disabilities; cultural and personal identity; sponsors; personal goals). Chapter 5 contains the case studies of the five library literacy programs in the persistence study, which are New York, Greensboro, Redwood City, and Queens Borough, and Oakland Public Libraries. Chapter 6 concludes the report by summarizing the importance of studying persistence and the opportunities and challenges. The Appendix describes briefly 10 other library literacy programs that are part of the LILAA initiative but are not included in the persistence study. (YLB)

ED 460 275 CE 082 588

Gau, Rebecca L.
A School-to-Work System for Arizona: Final Evaluation of the

Managerial Occupations; Postsecondary Education; Resource Allocation; Secondary Education; *Vocational Directors; Vocational Education
IDENTIFIERS- *Australia

A project developed and tested a management and leadership capability framework for the vocational educational and training (VET) sector. The framework emerged from a review of research into the characteristics and behaviors of managers and leaders and from interviews and focus group meetings with VET managers. The framework that emerged consisted of these nine core capabilities: (1) corporate vision and direction; (2) focuses strategically; (3) achieves outcomes; (4) develops and manages resources; (5) change leadership; (6) interpersonal relationships; (7) personal development and mastery; (8) business and entrepreneurial skills; and (9) develops and empowers people. These capabilities and their associated 73 elements were incorporated into a questionnaire sent to 396 VET managers who rated their actual level and required level of proficiency on each capability. Overall, managers' high ratings confirmed validity of the framework. A gap analysis of the required versus actual levels of proficiency revealed a number of training or developmental needs for VET managers. Major areas of training and development needs identified were in these three capability domains: corporate vision and direction, focuses strategically, and achieves outcomes. (Appendixes include 74 references, survey questionnaire, and analyses of capabilities by state.) (YLB)

ED 460 292 CE 082 774

Imel, Susan; Kerka, Sandra; Wonacott, Michael E.
Using Online Occupational Information for Career Development. Practitioner File.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.; Additional information provided by Cheryl Grossman and Judy Wagner.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Career Choice; *Career Development; Career Education; *Career Guidance; *Career Information Systems; Decision Making; Higher Education; *Information Utilization; *Occupational Information; Online Systems; Postsecondary Education; Secondary Education; State Programs
IDENTIFIERS- *Americas Workforce Network

To assist career education and career development practitioners in helping students use occupational information, this Practitioner File begins by discussing the role of occupational information in career decision making. The next section addresses considerations and concerns in using online information such as user proficiency, quality of information, equity of access, user readiness, and appropriateness of instruments. The following article describes programs supported by the United States Department of Labor under the umbrella of America's Workforce Network. Focus is on two national online occupational and career information tools available to a variety of users for a variety of purposes. First is America's Career Kit, a career development resource, that consists of four interrelated Web sites: America's Career InfoNet America's Learning eXchange, America's Service Locator, and America's Job Bank. Second is O*NET OnLine. A table describes some add-on available from the Higher Education Center for Alcohol and Other Drug Prevention. (Author/MKA)

ED 460 310 CG 029 137

Ryan, Barbara E.; Colthurst, Tom; Segars, Lance
College Alcohol Risk Assessment Guide: Environmental Approaches to Prevention. Second Edition.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 87p.; For the first edition, see ED 401 834.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Advocacy; Behavior Modification; College Students; Context Effect; Cooperation; Data Analysis; Data Collection; *Drinking; Environmental Scanning; *Evaluation; *Higher Education; Mass Media Effects; Peer Influence; Policy; *Prevention; Public Health; Recruitment; *Risk; School Involvement
IDENTIFIERS- Controversy

This guide is designed to help identify and modify risks that contribute to alcohol-related problems within college and university communities. The guide describes methods and exercises that can be followed to gather and organize information about alcohol use and associated adverse consequences at institutions of higher education and within surrounding communities. Despite general agreement among campus officials and students alike that alcohol use contributes to a range of problems confronting colleges and universities, prevention often does not command a high priority for students, faculty, and staff. Making the case for prevention can be frustrating work, posing the challenge of getting people to understand why problems occur and how they can make a difference. The four goals of this guide are to help gather information on the extent of problems related to alcohol use at colleges and universities; assist with the understanding and description of environmental factors within campus communities that promote or discourage high-risk alcohol use; assist in organizing information on alcohol-related problems in an intelligible way so that one can articulate concerns and generate a prevention support network; and prepare for work in reducing alcohol-related problems by identifying possible issues that can stimulate prevention efforts. Includes exercises to be used with all aspects mentioned in the guide with a list of relevant publications. Provides a list of selected resources and publications as well as a list of Higher Education Center for Alcohol and Other Drug Prevention publications and fact sheets and prevention updates. (Author/MKA)

ED 460 311 CG 029 138

Be Vocal, Be Visible, Be Visionary: Recommendations for College and University Presidents on Alcohol and Other Drug Prevention.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 68p.

Order; *Family Influence; Family (Sociological Unit); Foreign Countries; Individual Development; Personality Measures; Personality Traits; Secondary School Students
IDENTIFIERS- Adler (Alfred); Malaysia

The growing concern for the development of teenagers has brought up issues regarding the role of the family system in shaping the personality traits of children. Alfred Adler (1870-1937), an Austrian psychiatrist who introduced the psychological/therapeutic model, "Individual Psychology," highlighted the importance of birth order positions in understanding the personality traits of children. Interestingly, Malaysian counselors, in particular, have been known to engage in using Adler's birth order theory. The purpose of this study was to determine whether or not a relationship exists between personality patterns of an adolescent and birth order position in Malaysian society. Generally, this research analyzes the suitability of using Alderman theory in Malaysian society. Respondents (N=161) were identified as male Form Five students in secondary school. The Sidek Personality Inventory was used to identify 15 basic personality traits. Data analysis was done using the Statistical Package for Social Science (SPSS). The research found certain dominant trait patterns although no significant relationship existed between birth order and personality trait. (Author/JDM)

ED 460 331 CG 031 485

Lowin, Aaron; Demirel, Sinan; Estee, Sharon; Schreiner, Bari
Homeless Families in Washington State: A Study of Families Helped by Shelters and Their Use of Welfare and Social Services.
PUB DATE- 01
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment; Family Financial Resources; *Family Needs; Family Violence; *Homeless People; *Housing Needs; Mental Health; Needs Assessment; Poverty; Public Health; Research; Social Services; State Government; State Surveys; Substance Abuse; Welfare Services
IDENTIFIERS- Washington

The Washington State Department of Social and Health Services conducted a study to collect information about homeless families in the state who are relying on shelters. Information was obtained from census reports from all shelters in the state, from interviews with a parent from each of the 411 families living at the shelters, and from a review of administrative records of welfare eligibility. A comprehensive description is presented of the characteristics of families helped by the shelter and the types of social services they have received. It also reviews issues that local welfare offices and shelter providers face in trying to meet the needs of the homeless families. Issues include domestic problems; employment histories; mental health status; alcohol and drug use; and other living arrangements. Despite many successful efforts, it concludes that more work remains to be done to bring state, local, and private resources together to meet the needs of homeless families. (Contains 1 appendix and 66 tables.) (JDM)

ED 460 332 CG 031 488

So Help Me God: Substance Abuse, Religion and Spirituality. A

Profile of Learning (1998). This document contains the first of these three parts comprising Chapter 3501. "Basic Standards" are the basic competencies and tests that comprise true "safety net" of Minnesota Graduation Standards in reading, mathematics, and writing. These Standards describe the minimum level of acceptable performance for a high school graduate. Establishing statewide standards that define what a Minnesota public high school graduate should know and be able to do to function effectively as a purposeful thinker, effective communicator, self-directed learner, productive group participant, and responsible citizen, this paper presents the state legislation that outlines the graduation standards in Mathematics and Reading that Minnesota public schools must require for a high school diploma for all students who enter ninth grade in 1996 or a subsequent year. Listing 16 definitions, it then discusses basic statewide graduation standards as well as mathematics and reading standards. It gives statewide standards in basic requirements for testing and it discusses state test, nationally normed, commercially published test, and local test options. Considering students with individualized education plans or section 504 accommodation plans, it also gives consideration for testing limited English proficient students. It discusses opportunities to learn, remediation, required notification to parents and students, student recordkeeping, test administration, test security, district reporting requirements, required documentation for program audit, and passing scores for state tests of basic requirements. (SC)

ED 460 356 CS 013 599

Minnesota 1997 Basic Standards Practice Test: Reading.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Educational Assessment; Elementary Education; Minimum Competency Testing; Newspapers; *Reading; Reading Achievement; Reading Comprehension; *Reading Tests; *State Standards; *Test Format; *Testing
IDENTIFIERS- *Minnesota Comprehensive Assessment; Practice Tests

Consisting of four articles taken from the "Minneapolis Star Tribune" with 10 questions for each article, this Practice Test gives an answer sheet and an answer key (including specification to the type of question either Literal Comprehension or Inferential Comprehension). These practice tests are not intended to be psychometrically reliable test forms and are intended to familiarize teachers and students with the questioning format. (SC)

ED 460 357 CS 013 600

Minnesota Comprehensive Assessment Grade 5 Reading Practice Test.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Educational Assessment; Grade 5; Intermediate Grades; Minimum Competency Testing; *Reading; *Reading Tests; Scoring Rubrics; *State Standards; *Test Format; *Testing
IDENTIFIERS- *Minnesota Comprehensive Assessment; Practice Tests

Consisting of items from the 1998 Minnesota Comprehensive purposes; (3) understanding and using the steps of writing process; and (4) analyzing and evaluating the effectiveness of written work. The four charts are divided into benchmarks for grades 4, 7, and 10. (SC)

ED 460 380 CS 216 742

Instruction Manual for Test Administrators of English Language Arts--Writing Session: Elementary, Intermediate, Secondary, 1998-99.
PUB DATE- 98
NOTE- 13p.; For the Instruction Manual for Principals/Test Coordinators, see CS 216 743.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Elementary Secondary Education; State Programs; *Test Format; Test Manuals; *Testing; Testing Accommodations; Writing Evaluation; *Writing Tests
IDENTIFIERS- *Maine Educational Assessment

This manual presents information and instructions for test administrators in administering the 1998-99 version of the writing session of the Maine Educational Assessment (MEA). Sections of the manual present a checklist for test administrators; changes and reminders to the MEA for 1998-99; responsibilities of test administrators (scheduling, student testing materials, and preparation for testing); test administration (identification information, and two writing prompts); post-test procedures (encoding student information and returning materials to test coordinator); and specific assessment modification codes. (RS)

ED 460 381 CS 216 743

Instruction Manual for Principals/Test Coordinators of English Language Arts--Writing Session: Elementary, Intermediate, Secondary, 1998-99.
PUB DATE- 98
NOTE- 10p.; For the Instruction Manual for Test Administrators, see CS 216 742.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Elementary Secondary Education; State Programs; *Test Format; Test Manuals; *Testing; Testing Accommodations; Writing Evaluation; *Writing Tests
IDENTIFIERS- *Maine Educational Assessment

This manual presents information and instructions for principals and test coordinators in administering the 1998-99 version of the writing session of the Maine Educational Assessment (MEA). Sections of the manual present a checklist for principals/test coordinators; changes and reminders to the MEA for 1998-99; instructions for test coordinators (scheduling, test modifications/exclusions, coding for modifications/exclusions, and makeup testing); handling test materials (inventory of materials, distributing materials, collecting materials, and returning materials); and specific assessment modification codes. (RS)

Activities; *News Reporting; *News Writing; Performance Based Assessment; Primary Education; *State Standards; Student Evaluation; *Television Viewing
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to gathering information to answer questions. It begins with reference to the particular content standard addressed in the package, the educational level of the package (honors primary), and a summary statement of the content standard. It then describes the task associated with the student performances: complete an observation chart of news stories and create a weekly 3- to 5-minute newscast. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 403 CS 510 076

Presentation of a Film Video Exhibition: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97
NOTE- 34p.; Content Standard: Arts 3.1 & 6.1; Honors High School Level; Course: Advanced Art, Media Arts, Visual Arts.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Audience Awareness; Class Activities; Evaluation Methods; *Exhibits; *Films; High Schools; Performance Based Assessment; *State Standards; Student Evaluation; *Videotape Recordings
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to the presentation of a film/video exhibition. It begins with reference to the particular content standard addressed in the package, the educational level of the package (honors high school), and a summary statement of the content standard. It then describes the 3 tasks associated with the student performances: (1) create an exhibition proposal and work plan for a formal exhibition of film/video work for a specific audience; (2) develop selection criteria and select works for exhibition of film/video work for a specific audience; and (3) plan, present, and evaluate exhibition of film/video work for a specific audience. It then offers specific task management skills, specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each of the 3 tasks enumerated in the package. Contains a resource list of work by youth, media arts work by adult makers, and national youth film/video festivals. (RS)

ED 460 404 CS 510 077

Method Improvising: Example Performance Package, Minnesota Profile of Learning.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *Family Influence; *Females; *Job Performance; Profiles; *Spouses; *Superintendents; *Women Administrators

The purpose of this research was to develop a profile of female superintendents, gather information on the experiences and concerns of superintendents and their husbands, and provide data which may assist females aspiring to the superintendency and females in their first superintendency. group. To remedy this gap in knowledge, a profile of female superintendents is offered. Through the use of a structured questionnaire and an indepth, taped interview, information was gathered on the experiences and concerns of superintendents and their husbands. The study attempted to answer one question: what impact does the husband of the superintendent have on her job acceptance, performance, and retention? Subjects (N=21) were selected from the population of female superintendents in a large northeastern metropolitan region in New York. Major findings indicate that significant gains in the number of females occupying the position of superintendent were made between 1989 and 1992 and between 1992 and 1995. Husbands encouraged their wives to apply for and accept their first superintendency, and the husbands' careers were not interrupted. The women were not confronted with insurmountable obstacles related to child care and family responsibilities, although the time on the job emerged as the greatest tradeoff husbands had to make. Even so, the husbands tolerated the demands and adjusted, and the superintendents viewed their husbands, many of whom had equal or better levels of educations and positions than they did, as supportive. (RJM)

ED 460 424 EA 029 365

Brunner, C. Cryss
Facing a Crisis in Representation: An Urban Superintendent and the Press.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Problems; *Administrator Effectiveness; Broadcast Journalism; Case Studies; *Crisis Intervention; Educational Administration; Elementary Secondary Education; Leadership Qualities; *News Media; Press Opinion; *Superintendents; *Urban Education

The purpose of this paper is to examine--using single-case qualitative ethnographic methods--how an urban superintendent responded to a "crisis in representation" with the intent that such an examination will be instructive for other superintendents faced with similar challenges. opens with a description of methodology followed by a brief discussion about "The Media." Next, two major sections entitled "The Newspaper's and Dr. Kelly's Definitions and Uses of Power" and "The Newspaper and Dr. Kelly View Each Other" weave the narrative data, data analysis, and discussion together. The third major section, which focuses on "Dr. Kelly's Effect on the 'Crisis in Representation' and the Press," presents information gathered during onsite visits. Finally, five findings are reported and two conclusions are advanced. The superintendent's response to the media was effective, in part, because of her definition and use of power. The need for superintendents to be skilled in representation and in the use of power as shared is emphasized. (RJM)

DESCRIPTORS- Adolescents; Children; Communication Disorders; Elementary Secondary Education; *Head Injuries; Individualized Education Programs; *Neurological Impairments; *Neuropsychology; Parent School Relationship; Rehabilitation; Special Education

These eight brochures for parents provide practical information and suggestions regarding various aspects of managing a child with a brain injury. The brochures are: (1) "Back to School after a Mild Brain Injury or Concussion," which covers helping the student in the classroom and changes that occur in school and knowing when extra help is needed at school; (2) "Back to School after a Moderate to Severe Brain Injury," which covers preparing for the student's return to school, sharing medical and educational information, and referring the student for special education; (3) "Coma--When Your Child Is in a Coma," which covers what a coma is and responding to and comforting a child; (4) "Special Education IEP Checklist for a Student with a Brain Injury," which covers unique educational needs, teaching strategies, environmental changes, and writing educational plans; (5) "Neuropsychology and School: Understanding How a Brain Injury Affects a Student's Behavior," which covers the role of the neuropsychologist, selecting a neuropsychologist, and referral for evaluation; (6) "Myths and Facts When Your Child Has a Brain Injury," which covers common misunderstandings and attitude changes through correct information; (7) "Communication: How Communication Changes over Time," which covers how a brain injury affects speech, language, and communication over time; and (8) "Bing, Bang, Bong: When Your Child Has a Concussion," which covers signs and consequences of concussion, measuring concussion severity, and returning the child to play safely. (Each brochure contains references.) (DB)

ED 460 443 EC 306 580

Ferguson, Dianne L.; Meyer, Gwen; Dalmau, Mary; Droege, Cleo; Ferguson, Philip M.; Gudjonsdottir, Hafdis; Katul, Nadia; Lester, Jackie; Moore, Caroline; Oxley, Diana; Ralph, Ginevra; Rivers, Eileen

Reinventing Schools Research Project: Collaborative Research Project on the Merger of General and Special Education School Reforms. Final Report--Executive Summary.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 98

NOTE- 107p.; For the long version of this report, see EC 306 624.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Case Studies; *Change Strategies; Educational Improvement; Educational Innovation; Elementary Education; *Inclusive Schools; Junior High Schools; Mainstreaming; Middle Schools; *Regular and Special Education Relationship; *Severe Disabilities; Surveys; *Teacher Collaboration

This final report describes the activities of the Reinventing Schools Research Project, a project that investigated how the inclusion of students with severe and other disabilities merges with larger efforts of educators, administrators, and parents to restructure and reform schools and how to influence the direction of that merger. The project conducted case studies of an elementary and middle school in a rural community to document how school personnel blend together the reform agendas for both general and special education, and validated a set of

DC.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; Behavior Problems; Delivery Systems; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; Information Dissemination; Information Networks; *Parent Attitudes; *Parent School Relationship; *Severe Disabilities; *Student Placement; *Teacher Collaboration
IDENTIFIERS- Office of Special Education Programs

This document presents the conference proceedings of the 1994 Joint Session of the Annual Project Directors Meeting for the Severe Disabilities Branch and the Office of Special Education Program's (OSEP's) Second State Coordinators of Severe Disabilities Networking Meeting held on November 7-9, 1994, in Washington, DC. The sessions focused on developing linkages, fostering collaboration, and encouraging networking among OSEP's funded programs in the area of severe disabilities; sharing and dissemination the latest knowledge that pertains to the education of students who have severe disabilities; improving educational services for students who have severe disabilities; and facilitating a nationwide environment that will lead to continuous improvement of those services. Presentations at the conference are summarized, including: (1) "Issues and Concerns from a Consumer's Perspective" (Hiram Zayas); (2) "Inclusion of Students with Interesting Behaviors" (Rob Horner); (3) "Inclusion--Your State Director's Perspective" (David Stockford and others); (4) "Problems and Successes with Public Schools" (Pearl Veesart), which examined parental attitudes toward and experiences with inclusion; and (5) "IDEA Reauthorization" (Patricia Guard and others). Concurrent presentations are also listed. An evaluation of the conference and a list of the participants are included. (CR)

ED 460 462 EC 306 722

Grades, Graduation, and Diplomas. Special Education Bulletin.
PUB DATE- 95
NOTE- 28p.; Contributions from Task Force for Guidelines on Grades, Graduation, and Diplomas for Students with Disabilities and Mountain Plains Regional Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; Federal Regulation; *Grades (Scholastic); *Graduation Requirements; Guidelines; School Districts; *Special Education; *State Standards
IDENTIFIERS- *Montana; Office for Civil Rights; Office of Special Education Programs

This bulletin answers questions concerning grading, graduation requirements, and awarding of diplomas to students with disabilities in Montana. Presented in a question-and-answer format, the guide is based upon letters from the Office of Special Education Programs and Office for Civil Rights concerning the interpretation of federal statutes. First, concerning grades, the guide addresses use of modified grades, and monitoring procedures, and family satisfaction, and dispute resolution. Preliminary data suggest this approach is successful on both management/financial and family satisfaction criteria. (DB)

ED 460 481 EC 306 857

Pumariega, Andres; Fallon, Theodore, Jr.
Managed Care Approaches to Children's Services within Public Systems of Care.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Child Health; Children; Decision Making; *Delivery Systems; Demonstration Programs; *Emotional Disturbances; Family Involvement; Family Life; *Health Maintenance Organizations; *Health Services; *Mental Health Programs; Models; Program Development; Severity (of Disability); State Programs
IDENTIFIERS- *Medicaid

This report presents two discussions of conceptual and infrastructure issues that state mental health systems serving children with emotional disturbances must consider to make an effective transition towards a managed care organization of services under Medicaid. The first discussion, "Clinical Experiences in Managed Care Implementation for Children with Serious Emotional Disturbances" by Theodore Fallon, describes a set of demonstration programs that are constructing arrays of services to address the needs of the most disturbed children and youth and their families. Five attributes contributing to program success are identified, such as multiple coordinated services which affect all aspects of the family's life. The second discussion, "Best Principles for Managed Care Request for Proposals" by Andres J. Pumariega, describes a document designed to assist state decision makers in selecting managed care Medicaid vendors or developing public managed care systems. Principles address such issues as governance of service systems, design of benefits, access to services, development of treatment plans, triage and assessment, treatment services, case management, quality assurance, information management, and provider support by states. (DB)

ED 460 482 EC 306 858

Nicholson, Joanne; Simon, Lorna; Dine-Young, Stephen; Mara, Joseph R.
The Impact of Managed Care on the Utilization of Child and Adolescent Mental Health Services: Recidivists in an Emergency Screening Team Site. Symposium.
PUB DATE- 96
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports -

thereby reducing recidivism by keeping them out of restrictive facilities. After six years of implementation, the program has served a total of 1,507 juvenile wards at the interagency community schools and juvenile facility. The sites served about 300 juvenile wards in fiscal year 1995-96. A study that evaluated the effectiveness of the interagency programs in reducing juvenile recidivism indicates: (1) the interagency program has been effective in reducing the number of felony offenses for wards one year after services as compared to their criminal activity the year before such services; and (2) the number of felony offenses committed by wards significantly declined one year after services as compared to felony offenses of comparison group samples. (CR)

ED 460 501 EC 306 877

Polgar, Michael; Johnsen, Matthew; Calloway, Michael; Morrissey, Joseph P.
The Relationship of School-Based Services to Mental Health Networks.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Counseling; Counselors; Demonstration Programs; Elementary Secondary Education; *Emotional Disturbances; *Integrated Services; Intervention; *Mental Health Programs; Models; Program Effectiveness; Referral; *School Role; Urban Areas
IDENTIFIERS- South Carolina

This paper uses data from a project in South Carolina that provides services to children with severe emotional disturbance (SED) to examine the role of schools in integrated service delivery. This study examined organizations participating in a demonstration project sponsored by the federal Center for Mental Health Services and administered by a mental health center in an urban area of South Carolina. A systems-level assessment measured differences in development and coordination among service organizations in the demonstration site (n=61) and its comparison community (n=39). In the urban demonstration site, organizations serving children with SED were coordinated through a system of care model and featured multi-systemic therapy, an ecological treatment model. Results of the study indicate schools were important service providers for children with SED, but they were not always highly integrated within a larger system of child mental health services. School-based mental health counselors, however, played an important role in bringing schools into the system of care, primarily through increased client referrals. The presence of school-based mental health counselors was associated with more than twice as many client referrals and almost twice as many information exchanges from schools. (Contains 21 references.) (CR)

ED 460 502 EC 306 878

Evans, Mary E.; Boothroyd, Roger A.; Holohean, Edward J., Jr.
Child Outcomes of a Field Experiment on Intensive In-Home Interventions for Children in Psychiatric Crisis.
PUB DATE- 96

844. Table and figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Behavior Disorders; *Early Intervention; Elementary Secondary Education; *Emotional Disturbances; *Integrated Services; *Low Income Groups; Minority Group Children; Models; Preschool Education; Program Effectiveness

This paper discusses the results of a study that investigated the effectiveness of a comprehensive school-based service program in Texas. The "School for the Future" project was a 5-year demonstration project in 4 Texas cities that was designed to develop and coordinate health and social services though targeted schools in low income, predominately ethnic minority locales. Services were provided for children from pre-natal care through age 15 and their families. Each site received a grant of $50,000 per year for 5 years that essentially provided salary and benefits for one full-time position, the Project Coordinator, and a small operating budget. The purpose was to develop a potentially replicable, affordable model of comprehensive service delivery which could be used in localities with limited financial resources. The study sample includes all students enrolled in the target schools and measured changes in students' mental health, self-esteem, and perceptions of school climate. Results showed that although there were considerable outcomes in the community which can be linked to the intervention, there were no changes in student mental health, self-esteem, or school climate which could be linked to the intervention. (CR)

ED 460 521 EC 306 897

Berens, Allison; Koorland, Mark
The Florida Inclusion Network Survey Analysis and Implications.
PUB DATE- 96
NOTE- 5p.; Contributors were Dennis Ehrhardt and Samantha Wight. In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Definitions; *Disabilities; Elementary Secondary Education; *Inclusive Schools; *Knowledge Level; Mainstreaming; Regular and Special Education Relationship; *Special Education Teachers; Surveys; *Teacher Attitudes
IDENTIFIERS- Florida

This paper discusses the results of a survey on the professional knowledge of and feelings about inclusion of 180 Florida general educators, special educators, administrators, and support personnel. These four groups were asked to respond to the following questions: (1) What is inclusion? (2) How do you feel about inclusion? and (3) how do you think inclusion will affect you? Results of the survey indicate that seasoned educators did not differ from beginning teachers in terms of their knowledge about inclusion. Knowledge about inclusion also appeared to be unaffected by grade level. No apparent differences between general and special educators on knowledge level were found. Findings also show that some groups feel more

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; Counseling Services; *Emotional Disturbances; *Family Programs; *Mental Health Programs; Outreach Programs; Recordkeeping; *Staff Role; *Staff Utilization; Urban Areas
IDENTIFIERS- Family Support; *Satellite Family Outreach Program IL

This conference paper discusses the results of a study that investigated how the clients of the Chicago-based Satellite Family Outreach program are served by the social workers and family workers of Satellite. The Satellite Program is offered by Kaleidoscope, Inc., a child welfare agency that provides unconditional, individualized and, when necessary, wraparound services to more than 600 children and families. The Satellite Program is designed to help maintain referred children, parents, and siblings as an intact family unit. Specifically, this study investigated the type of activities performed by the four social workers and 13 family workers of the Satellite Program, the frequency of the occurrence of these activities, with whom the staff members are engaged in each activity, where each activity occurred, and the duration of each activity. Results indicated the most frequently occurring professional activities were writing reports, individual counseling, collateral contacts, and transportation. The least frequently occurring professional activities per day were employment/vocational activities, relationship counseling, housing, and training. (CR)

ED 460 541 EC 306 917

Shapiro, Jeremy P.; Welker, Carolyn J.; Jacobson, Bobbie J.
The Youth Client Satisfaction Questionnaire: Measure Development, Factor Analysis, and Validation.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; *Emotional Disturbances; Evaluation Methods; Interviews; *Measures (Individuals); Mental Health Programs; *Participant Satisfaction; Questionnaires; Telephone Surveys; *Test Reliability; *Test Validity

This paper discusses the results of a study that investigated the reliability and validity of the Youth Client Satisfaction Questionnaire (YCSQ). The YCSQ is administered as a telephone interview, which provides a higher response rate than mailed surveys. Participants in the study were 87 clients (ages 11-17) and their parents who had completed therapy at a community mental health center for children in northeastern Ohio. The sample included only subjects who had participated in at least three therapy sessions. Telephone administration of the YCSQ usually took about 10 minutes unless there was spontaneous elaboration. One-half of the subjects responded to the questionnaire again in three weeks to assess reliability. Results of the survey indicate that the YCSQ is a reliable, internally consistent, and valid measure of satisfaction of mental health services for young clients, however, more research is urged. The 14 rated items on the survey demonstrated satisfactory psychometric properties and an interpretable factor structure, suggesting that the to graduate with a Master of Arts or Master of Education degree, special education certification, and an endorsement in severe disabilities in the state of Maryland. A 6 to 8 semester, 45-60 hour program was available for students who were not certified in special education. Secondary teachers who were certified in special education but not endorsed in severe disabilities were also able to take the courses for endorsement. The program included interdisciplinary graduate level coursework and extensive field experience. A particular emphasis was placed on recruiting minority teachers who work in large urban systems. Appendices include course information, performance-based standards for transition specialists, and action plan materials. (CR)

ED 460 561 EC 308 782

Hamilton, Paula J.
Monthly Themes and Learning Centers for Young Children with Visual and Multiple Impairments.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (80th, Kansas City, MO, April 18-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Blindness; Curriculum Design; *Discovery Learning; Experiential Learning; Kindergarten Children; *Learning Centers (Classroom); Preschool Education; Primary Education; Teaching Methods; *Thematic Approach; *Visual Impairments; Young Children
IDENTIFIERS- *Maryland School for the Blind

This paper describes the learning center approach of the preschool and kindergarten programs at the Maryland School for the Blind. Units are presented in monthly themes suggested by the local school curriculum, and this thematic approach is incorporated into the specific learning centers. The classroom is divided into six main learning areas: (1) a language area which allows children to come together as a group to participate in morning circle time and discuss the theme for the month; (2) the writing center, which gives students opportunities to create and explore the joys of self-expression; (3) the play center, which enables children to play with battery-operated toys or games related to the theme via adaptive switches; (4) the discovery center, which provides experiences using all of the senses; (5) the reading/listening center, which provides access to books for enjoyment and educational purposes; and (6) the vision center, which is designed to stimulate the students' visual development. The paper lists materials that teachers should have in each center, sample thematic units, multi-sensory activities, and accommodations for children with specific special needs. Directions for creating a battery system to adapt a battery-powered device for switch accessibility are also provided. (CR)

ED 460 562 EC 308 783

Black, Rhonda S.; Salas, Beverly A.
Forty Years of Progress: Where Have We Been? Where Are We Now?
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (125th, Denver, CO, May 30,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; *Educational Facilities Design; Educational Trends; Foreign Countries; Higher Education; Information Technology; Internet; Library Administration; *Library Role; *School Community Relationship; Social Change; *Universities

School libraries are changing due to developments in information technology, teaching and learning methods, and society. A meeting of 28 experts from 16 countries was convened to better understand current trends in tertiary libraries and the effect of these trends on the demand, organization, and design of libraries. Participants agreed that the library sets an image for tertiary education institutions that attract students, teachers, and researchers; that it is networked requiring professional development; that its role is to protect cultural heritage; and that it must be flexible to meet the diverse needs of today and into the future. Presenters embraced various images of future libraries that reflected new delivery mechanisms available through the use of Internet and other networked applications; some argued for flexibility in terms of building design or organizational and delivery process. Many models were also reported on or presented in which the tertiary library expands its service to multiple education institutions, lifelong learning, the corporate sector, and the community in general. This document represents the final report from the meeting covering the new ways of learning and teaching that may affect libraries; information technology and communications; library management; and library facility planning, design, and management. (Contains 31 references.) (GR)

ED 460 586 EF 005 289

Position Paper on School Closings.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Master Plans; *Participative Decision Making; Public Schools; *School Closing; *Urban Schools
IDENTIFIERS- *District of Columbia Public Schools

A position paper addresses the current round of school closings in the District of Columbia arguing that these closings are not within the context of the 10-year educational facilities plan that included community input, and valid criteria for closing decisions being consistently and objectively applied. Current closings decisions are viewed as being made in a vacuum with little regard for the educational mission of the school system, the larger role of schools in communities, the management issues involved, or the families effected. It discusses why restraint must be exercised before closing a large number of facilities without a master plan, why in some cases the closing criteria is not supported by the demographic data, and why the building assessment process is a weak link in the system. It also addresses how school closings can affect the District community involved beyond the sentimental attachment, why schools targeted for closure be measured against educational as well as physical benchmarks, and the importance of linking modernization and closing that help assure relocated children and their parents that the new facility they are going to is

ED 460 612 FL 025 295

Nakamura, Yuji
An Examination of English Speaking Tests and Research on English Speaking Ability.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Doctoral Dissertations; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Language Research; *Language Tests; *Oral Language; Second Language Instruction; Second Language Learning; Test Reliability; Test Validity; Testing
IDENTIFIERS- Japan; *Japanese Speaking

This paper examines both overseas and domestic tests of English speaking ability from the viewpoint of the crucial testing elements such as definition of speaking ability, validity, reliability, and practicality. The paper points out problems to be solved and proposes suggestions for constructing an oral proficiency test in order to determine the detailed components of Japanese students' English speaking ability. The overseas research discussed includes the Test of English as Foreign Language Research Reports on Speaking Tests, Doctoral Dissertations, and other research on speaking ability. Six domestic research reports are examined, including three from the college level, two from the high school level, and one from the junior high school level. (VWL)

ED 460 613 FL 025 396

Caouette, Claudine, Ed.; Larrivee, Pierre, Ed.
Actes des Journees de Linguistique (Proceedings of the Days of Linguistics Conference) (11th, Quebec, Canada, March 20-21, 1997).
PUB DATE- 97
NOTE- 246p.; Conference organized annually by l'Association des Etudiant(e)s Inscrit(e)s en Langues et Linguistique (AEDILL) de l'Universite Laval.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adjectives; Biblical Literature; Braille; Contrastive Linguistics; Discourse Analysis; English; Error Correction; Foreign Countries; French; Grammar; Haitian Creole; Interviews; Journalism; Language Aptitude; *Language Patterns; Language Role; Language Tests; Language Usage; *Language Variation; Linguistic Borrowing; *Linguistic Theory; Machine Translation; Mass Media; Mnemonics; Reading Instruction; Regional Dialects; Second Language Instruction; Second Language Learning; Semantics; Sociocultural Patterns; Spanish; Speech Synthesizers; Structural Analysis (Linguistics); Suprasegmentals; Syntax; Uncommonly Taught Languages; Verbs; Vocabulary Development
IDENTIFIERS- Brazil; Canada; France; Galician; Laughter; Mexico; Oral Proficiency Testing; Spain

English translations of articles in French in this issue include these: "Discourse Reported in the Print Media"; "Comparison of Register in Quebec and French Speakers"; "Method of Description of Specialized Verbs in View of Machine Translation Applications"; "Dialectal Areas in the Brazilian State of Rio

Learning of Estonian and Finnish).
PUB DATE- 98
NOTE- 17p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; *Estonian; *Finnish; Foreign Countries; Higher Education; *Language Attitudes; *Metalinguistics; Second Language Learning; Student Attitudes; Transfer of Training; Uncommonly Taught Languages
IDENTIFIERS- *Native Language; University of Joensuu (Finland)

In recent years, language awareness has been a popular topic of lively discussion. Both linguists and language teachers have shown interest in consciousness raising that has been considered a means of establishing motivated and effective language learning. Most studies have approached the subject from the viewpoint of foreign languages, and less attention has been paid to mother tongue. An Estonian-Finnish research project focuses on the influence of the mother tongue on teaching and learning of Estonian and Finnish. Being familiar with the notions of significance and future of the mother tongue, in this case Finnish, is one way to start. Students of Finnish and foreign languages at Joensuu University were asked some questions relating to their attitudes toward Finnish language and its effect on foreign language learning. Results show considerable agreement between these two groups; they consider that Finnish will have a future in the European Union and it is for them the most nuanced instrument of self expression. The mother tongue is a solid ground for learning foreign languages, even though the negative transfer in case of a Finno-Ugric source language may be striking. Some consequences for mother tongue and foreign language classes are also discussed. (Author/VWL)

ED 460 633 FL 025 605

Nurminen, Tuula
Sahkoisen Rahan Kuvaus Sanomalehdissa (Financial World and Data World: Names for Electric Money in the Finnish Media).
PUB DATE- 98
NOTE- 14p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Foreign Countries; *Internet; *Monetary Systems; *News Reporting; *Vocabulary
IDENTIFIERS- *Electronic Commerce; *Finland

This article discusses the language related to electronic money in the Finnish media. The approach is linguistic and the theoretical framework is critical discourse analysis. The samples used in the analysis are from financial newspaper since the 1970s. Section 7 presents data on grade inflation and course failure rates. A conclusion provides next steps and illustrative issues. Two appendixes provide information on statistical procedures and data sources. (Contains 38 references.) (MDM)

ED 460 654   HE 029 181

Planning and Management for Excellence and Efficiency of Higher Education. Proceedings of a Round Table at the International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).
PUB DATE- 91
NOTE- 262p.; Some pages contain distorted text that may not reproduce adequately. For the round table discussion of the 1990 International Congress, see ED 333 769.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; *Case Studies; Change Agents; Developed Nations; Developing Nations; Educational Quality; Efficiency; *Evaluation Methods; Foreign Countries; *Higher Education; International Cooperation; International Programs; Long Range Planning; School Effectiveness; *School Organization
IDENTIFIERS- Arab States; Brazil; Caribbean; Czechoslovakia; Europe; Great Britain; India; Latin America; Rwanda; Tanzania

The 14 papers in this volume address planning and administration of higher education within an international context. Papers are grouped into general studies, regional studies, and national and institutional studies. Included papers are: (1) "Management of Global and Educational Change: Challenges for Higher Education and Graduate Studies" (Gustavo Lopez Ospina); (2) "Accountability for More Efficiency and Effectiveness in Higher Education" (Klaus Huffner); (3) "Training for Planning and Management: Improved Management Systems in Higher Education in Developing Countries" (Kevin M. Lillis); (4) Improving Effectiveness of Higher Education Institutions: Studies of the Management of Change" (International Institute for Educational Planning); (5) "Higher Education: What Procedures for Evaluation?" (William B. Dockrell); (6) "Planning and Management of Higher Education in Latin America and the Caribbean: An Introductory Study" (Jose F. Silvio); (7) "Management and Administration of Higher Education in a Market Economy" (8) "Some Issues and Trends Relevant for Planning and Management of Higher Education in Arab Countries" (Al Awd Galeleldin); (9) "University Governance, Autonomy and Accountability in Brazil: A Couple of Challenges for the Decade" (Jacques Velloso); (10) "Management of Innovation and Change in Higher Education in Developing Countries; Experiences from Tanzania" (I. M. Omari); (11) "Planning and Management of Education in a Period of Crisis: The Example of Higher Education in Rwanda" (Joseph Kalinganire); (12) "Planning and Management for Excellence and Efficiency in Higher Education in India" (T. V. Rao); (13) "Higher Education in Czechoslovakia: Problems and Prospects of Management" (Jana Hendrichova and Ian Kouckij); and (14) "Planning and Managing for Excellence and Efficiency in Higher Education in Britain" (John Eggleston). (Some individual papers contain references.) (DB)

ED 460 655   HE 034 557

Smith, John Palmer
Nonprofit Management Education in the United States.

"arrested development" or "tidal waves and undertow." In spite of all the difficulties of the past and present, commendable progress has been made in higher education. The systems of higher education at national, regional, and state levels now differs significantly from those of 1946, 1964, 1983, or 1982. (SLD)

ED 460 673 IR 017 608

Educational Technology Institute Report, 1995.
PUB DATE- 95
NOTE- 21p.; Institutes co-sponsored by The New Mexico Council for Technology in Education, The Panasonic Foundation, The Technology Manufacturers, and the Host High Education Institutes. Kurt Steinhaus, Director of Educational Technology Programs; Kathy Anderson, Project Coordinator. Attachments listed at the end of the report are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Distance Education; *Educational Technology; *Instructional Development; Long Range Planning; Participant Satisfaction; Shared Resources and Services; *State Aid; State Departments of Education; State Legislation; State Programs; *Statewide Planning; Workshops
IDENTIFIERS- *New Mexico

An Educational Technology Institute (ETI) has been offered annually by the New Mexico State Department of Education cooperatively and collaboratively with numerous other groups since its inception in 1990. The 1995 ETI was developed to address implementation of New Mexico's 1994 Technology for Education Act. This act provides for funding utilization and integration of technology within the K-12 public school instructional program and created a council which both advises the state department and legislature regarding appropriate educational technology standards for the public schools and assists districts in developing long-range technology plans. The goals of ETI 1995 were to: (1) assist in developing district 3-5 year plans for integrating technology into the learning process; (2) discuss resource sharing for distance learning networking, and professional development; (3) to provide a forum to participate in statewide planning to support the New Mexico Education 2000 panel; and (4) help districts develop strategies for including technology in one plan concept called "Education Plan for Student Success." This report chronicles the planning of the four regional institutes, including scheduling securing agency sponsorships and host institutions, registering, finalizing administrative details, and creating mechanisms for feedback on the content and presentation of the institutes. The content of the institutes themselves is also described with lists of: (1) attendance figures; (2) featured activities, including assessing the current state of technology integration, assessing future plans, working on the district long-range technology plan, and seeing vendor displays; (3) keynote speakers; and (4) workshop presentations. Results of the participants' written evaluations are included, along with analysis of some of the strengths and weaknesses of the institutes' topics, formats, and logistics. Finally, the report offers some recommendations for the planning and coverage of future institutes. (BEW)

ED 460 674 IR 017 899

culture; and (3) dynamic change is the result of engagement with internal and external stakeholders as well as events. In developing a team strategy for changing college culture in view of the coming millennium, four suggestions are made: (1) all participants must be committed to helping the college succeed; (2) all members of the college community must support total immersion in an ever-growing, ever-changing community; (3) college personnel must make a commitment to excellence in instruction, programs, and products; and (4) those in the college who control resources must contribute to the college's achievement and maintenance of currency with new technology. Included are descriptions of change-oriented experiences at Hagerstown Community College (Maryland) regarding classroom-based change, work-based change, and collaborative development. (Contains 14 references.) (AS)

ED 460 693   JC 980 436

Parsons, Michael H.
Collaborations That Work: Public/Private Initiations for the 21st Century.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Conference of the National Council for Occupational Education (24th, Daytona, FL, October 22-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Change Strategies; *College Role; Community Colleges; Educational Assessment; *Educational Change; *Futures (of Society); Job Skills; *Organizational Change; School Community Relationship; Two Year Colleges
IDENTIFIERS- Hagerstown Community College MD

This document explores the changes the 21st century will impose on community colleges and discusses the need for colleges to alter their objectives. It offers five points that colleges should consider in redesigning their organization: (1) change must be mission-driven, containing the element of accountability; (2) the new process must be owned by all who are affected; (3) time must be a factor considered and allowed; (4) the change process is dynamic, with the characteristics of flexibility, constant revision, and continuous improvement; and (5) the process requires benchmarks and an outcomes base. Colleges must teach the skills needed by the "21st century knowledge worker," which include communication ability, both oral and written; team work; personal flexibility; acceptance of ambiguity; ability to work in a diverse environment; and an adequate ethics foundation. Successful, flexible institutions will also have dedicated staff who work as a team, significant achievements, excellent instruction and service ratings, and a focus on establishing new programs and degrees. (AS)

ED 460 694   JC 980 443

Parsons, Michael H.
Hold That Tiger: Placement, Assessment Strategies, and Student Learning.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual "Celebrating Learning: A Community College Showcase" Conference (5th, Atlantic City, NY, November 5-6, 1998).
LANGUAGE- English

writing processes, their readings, and their purpose; (5) the roles that gender and culture play in writing ability; and (6) what happens when a teacher works with students to encourage subjective awareness through writing. Contains more than 150 references. (Author/AS)

ED 460 713 JC 990 286

Community College General Academic Course Guide Manual.
PUB DATE- 96
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); *Community Colleges; *Course Descriptions; *Curriculum Development; Decision Making; Educational Planning; Higher Education; State Aid; *Technical Institutes; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *Texas

The Community College General Academic Course Guide Manual (ACGM) is the official list of approved numbers for general academic transfer courses that may be offered by public community and technical colleges in Texas for state funding. This edition of the ACGM, effective September 1996, contains the latest information available for academic planning by Texas community and technical colleges. Following an introduction, the ACGM explains: (1) changes in this edition; (2) how to use the manual; (3) the Texas Common Course Numbering System; (4) Internet and World Wide Web Sources of Information; (5) Unique Need Courses; and (6) Distance Learning. The ACGM also lists fifty-two approved courses, including variations on the following subjects: agribusiness, resources, architecture, marketing, communications, education, engineering, language studies, law, life sciences, mathematics, recreation, basic skills, recreation, philosophy/religion, physical sciences, psychology, public affairs, social sciences, precision production, visual and performing arts, and health sciences. Also listed are developmental courses; new courses and course changes; courses under review; and course deletions. Appended are committee rosters, forms, subchapters, and funding codes. (AS)

ED 460 714 JC 990 287

Jackson, Maureen
Retention, Graduation and Transfer Rates at Maryland Community Colleges.
PUB DATE- 99
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Black Students; College Graduates; *Community Colleges; Enrollment; Higher Education; School Holding Power; Statistical Data; *Student Characteristics; Tables (Data); *Transfer Rates (College)
IDENTIFIERS- *African Americans; Graduation Rates; *Maryland

This report contains the second, third, and fourth year retention, transfer, and graduation patterns at each Maryland public community college. The report covers all first- and full-time students, with outcomes for African-American first- and full-time students displayed separately, for the entering workforce in the Greater Baltimore area and what Howard Community College must do to continue developing these skills in the workforce. The first section of the report presents the vision of the task force, which was established by analyzing the labor market trends in the region. It found that the region has a very broad base of businesses with very few clusters, and that the vast majority of businesses are small with a few employees. It also projected various jobs and skills that would be in greater demand in the near future. Based upon this information, the task force aims to focus on the changes in the workplace, recognizing the environment as rapidly changing and therefore requiring the constant acquisition of new knowledge. Specific recommendations are provided for HCC, including: (1) developing processes to stay informed about employer needs in terms of training; (2) creating environments that can respond rapidly to business needs; (3) encouraging credit faculty to stay in touch with industry needs; and (4) reorganizing the research and planning area to provide data that will trigger new program and service developments. (JJL)

ED 460 734 JC 990 473

Federal Budget Considerations for Colleges, 1998.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; Educational Planning; Financial Needs; *Financial Support; Foreign Countries; Government School Relationship; Parent Financial Contribution; *Paying for College; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

This document highlights federal budget considerations for colleges of applied arts and technology in Ontario, Canada. A key focus of the budget is the Federal Government's Canadian Opportunities Strategy, which supports the acquisition of skills and knowledge required for the 21st century. The budget's emphasis on education over other social policy issues or health care indicates that education has become more politically attractive because it is perceived as an investment rather than an expense. Some general observations are made, including the inclusion in the budget of the Registered Education Savings Plans, which allow parents to save for their children's education, study grants for full- and part-time students with dependents, and new scholarships for students starting in 2000. The document highlights several items related to financial assistance for students, including: (1) the Millennium Scholarship Foundation, which distributes scholarships averaging $3000 a year for undergraduate degrees, diplomas, or certificates; (2) Canada study grants for students with dependents; (3) student loan repayment measures, including a 17% federal tax credit on payments of the interest portion of federal and provincial loans; and (4) measures intended to support families and students in meeting the costs of higher education, such as tax free withdrawals from Registered Retirement Savings Plan. Measures to increase youth employment, such as an employment insurance premium holiday, are also mentioned. Tax credit and deductions are also outlined as further measures to support continued education. (JJL)

ED 460 735 JC 990 475

Chairperson" (Geva Glenkin); (5) "Conference--Literacy and Bilingualism in the Early Years: European Perspectives" (Clare Kelly); (6) "Training Teachers for Kindergarten in the United Arab Emirates" (Shiam Badir and Mohammed Khalfan Al-Rawway); (7) "Report on GAEC Conference: Changing World, Changing Childhood" (Sue Pidgeon); and (8) "Aims of GAEC" (Pat Gura). Also included are reviews of the following books or other materials for young children and their families: (1) "Not Now Bernard" by David McKee (Anne R. Thomas); (2) "Flickerbook" by Leila Berg and "The Little Trials of Childhood and Children's Strategies for Dealing with Them" by Francis Chaput Waksler (Pat Gura); (3) "Early Literacy Education with Parents" videotape (Judith Stevens); (4) "Learning for Life: A Curriculum for the Early Years" by London Borough of Lewisham, Early Years Service (Clare Kelly); and (5) "So Much" by Trish Cooke (Gina Kent). (KB)

ED 460 753 PS 026 342

Doing the Groundwork: From Stopping Misbehavior to Teaching Skills. Reframing Discipline, Unit 1. Teaching Video, Practice Video, Facilitator's Guide, and Viewer's Guide .
PUB DATE- 97
NOTE- 0p.; For units 2 and 3, see PS 026 343-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Attitude Change; Behavior Problems; Classroom Techniques; Developmentally Appropriate Practices; *Discipline; Interpersonal Relationship; *Preschool Children; Preschool Education; *Preschool Teachers; Social Development; Staff Development; *Teacher Attitudes; Teacher Response; Teacher Student Relationship; Teacher Workshops

The first of three interactive staff development units on discipline in early childhood classrooms, this multi-media pack explores how to evaluate the attitudes teachers take into the classroom, and how to "reframe" those attitudes so teachers can effectively manage--rather than try to eliminate--conflict. The 25-minute teaching videotape examines how teachers' attitudes influence the way they react to behavior problems, exploring some of those attitudes, such as "dealing with the same kids over and over again takes away from real teaching." The video then notes that discipline is intended to teach new skills, and suggests that teaching social skills is as important as any other part of the preschool curriculum. The practice video, also 25 minutes, presents 3 interactive exercises intended to help teachers reframe their attitudes so they can think in terms of teaching rather than reacting. The exercises cover: (1) breaking the cycle of reacting, by helping the viewer identify strong feelings/reactions to certain behaviors, and question what he or she believes about children's behavior and why; (2) reframing the "problem child", by helping the viewer to think in terms of "problem behavior" instead and to teach skills needed to help the child manage his or her own behavior; and (3) intervening to teach, exploring the technique of a "stop" message, followed by a "teaching" message which lets the child know what is expected and how he or she can achieve it. Print materials in the multimedia kit include a facilitator's guide with before-viewing questions and after-viewing discussion questions and a viewer's guide with worksheets for each of the three exercises on the practice video. (HTH)

ED 460 256 CE 076 585

Key Indicators--Vocational Education and Training in Central and Eastern Europe. Report.
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Age Differences; Developed Nations; Developing Nations; *Dropout Rate; Educational Attainment; Educational Finance; *Enrollment Trends; Foreign Countries; General Education; *Job Training; Postsecondary Education; Secondary Education; Sex Differences; *Unemployment; *Vocational Education
IDENTIFIERS- *Europe (Central); *Europe (East)

This report presents statistical information on the vocational education and training systems of 10 countries in Central and Eastern Europe: Albania, Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, and Slovenia. These materials precede the body of the report: introduction, guide to reading the report, and definitions. Chapter 1 provides an overview of the educational attainment levels of the population and of the relationship between these and unemployment. Chapter 2 examines the role of vocational education and training in the education systems of the countries concerned. First, the participation of young people in vocational education and training is compared to their participation in general education. Second, recent trends in vocational education and training at the upper secondary level are presented and analyzed. Third, the relative internal effectiveness of vocational education and training systems is assessed by examining dropout rates from vocational education and training courses and from general education courses at the upper secondary level. Fourth, information is provided on the relative levels of expenditure on vocational education and training by countries in Central and Eastern Europe. Both chapters take account of differences in gender and/or age. The basic plan of the report is to alternate comparative illustrations (both graphs and tables) with comments that highlight the essential points. A final chapter summarizes key findings. (YLB)

ED 460 257 CE 076 660

Beck, Susan Kessler; Trutko, John W.; Isbell, Kellie; Rothstein, Frances; Barnow, Burt S.
Employment and Training for America's Homeless: Best Practices Guide.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Basic Skills; *Delivery Systems; Demonstration Programs; Educational Practices; *Employment Services; Evaluation Methods; Holistic Approach; *Homeless People; Housing; Job Development; Job Placement; *Job Training; Program Development; Recruitment; Services; *Vocational

State and Federal Initiative.
SPONS. AGENCY- Arizona State Dept. of Commerce, Phoenix.
PUB DATE- 01
NOTE- 30p.; With assistance from Howard Sullivan, Michelle Reimann, and Rob Melnick.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Career Education; Community Involvement; *Education Work Relationship; *Educational Finance; Needs Assessment; Partnerships in Education; Postsecondary Education; Program Development; Program Evaluation; *Publicity; *School Business Relationship; Secondary Education; State Aid; *State Programs; Statewide Planning; Transitional Programs; Vocational Education
IDENTIFIERS- *Arizona; School to Work Opportunities Act 1994

A study explored performance of the Arizona School-to-Work (STW) system in meeting the six goals established by the state STW Division. Goal 1 was to create a self-sustaining STW system at the state and regional levels. The state developed state policies and goals and provided implementation funding to partnerships, but no continuation funding. Goal 2 was to unite training programs with STW programs. Partnerships implemented STW with some success by expanding career-related programs, but were less successful at coordinating and integrating efforts with other workforce-related organizations. There was no comprehensive effort to implement Goal 3 to identify areas where STW needed support and meet those needs. The state and partnerships addressed Goal 4, community involvement, by recruiting local businesses and industries to STW through public awareness activities, promoting initiatives to businesses at STW conferences, and securing business representation on STW governing boards. Goal 5, to increase public awareness, was achieved through media, brochures, Web sites, and public presentations. Partnerships achieved Goal 6, system evaluation, by maintaining databases to provide information for evaluating the STW system. STW had a modest positive impact on stakeholders' involvement in career-related activities; its implementation varied considerably across partnerships; lack of funding severely limited its statewide potential; and strong leadership at the state level was critical. (Appendixes include 10 references, 4 tables, and 1 figure.) (YLB)

ED 460 276 CE 082 589

Leach, Fiona; Abdulla, Salwa; Appleton, Helen; el-Bushra, Judy; Cardenas, Nora; Kebede, Kibre; Lewis, Viv; Sitaram, Shashikala
The Impact of Training on Women's Micro-Enterprise Development. Knowledge & Research. Education Papers.
PUB DATE- 00
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Business Skills; Case Studies; Developing Nations; *Entrepreneurship; *Females; Foreign Countries; Income; Job Skills; *Outcomes of Education; Poverty; Quality of Life; Self Esteem; *Small Businesses; Social Status; Status; Training Methods; *Womens Education
IDENTIFIERS- Ethiopia; India; *Microenterprises; Peru; Sudan

A study investigated the impact of training on women's micro-enterprise development in four programs in Ethiopia, India, Peru, and Sudan. Research design was a series of case studies uses of O*NET and O*NET OnLine. Other sections discuss some state career information sites and describe 17 additional Web sources of career information. A 39-item bibliography is appended. (YLB)

ED 460 293 CE 082 779

Coyle-Rogers, Patricia G.; Rogers, George E.
Differences in Adaptive Competency Acquisition between Traditionally Certified and Alternatively Certified Technology Education Teachers.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Conference of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Bachelors Degrees; *Creative Thinking; Educational Research; Higher Education; *Industrial Arts Teachers; Intuition; Knowledge Base for Teaching; Problem Solving; Secondary Education; *Teacher Competencies; *Teacher Education; Teacher Qualifications; *Technology Education

A study determined whether there are any differences in the adaptive competency acquisition between technology education teachers who have completed a school district add-on alternative certification process and technology education teachers who completed a traditional baccalaureate degree certification program. Non-probability sampling was used for the study. The sample consisted of two groups: 5 teachers certified in other areas who had completed a midwest school district's add-on alternative certification program for technology education and 10 technology education teachers with two or less years experience who had graduated from the same midwest state's land-grant university. The district's add-on model consisted of 80 hours of instruction related to the technical content of the technology education field and was conducted by school district personnel. Teachers were mailed the Adaptive Competency Profile (ACP) and a demographic assessment. Four alternatively certified teachers and six traditionally certified teachers responded. Findings indicated that overall alternatively certified teachers possessed higher levels of adaptive competency acquisition. This would indicate these teachers can perform intuitive reasoning tasks more effectively and that they effectively developed problem-solving and practical application tasks, as well as people-orientated skills. (Contains 23 references.) (YLB)

ED 460 294 CE 082 784

Orr, Margaret Terry
Wisconsin Youth Apprenticeship Program in Printing: Evaluation 1993-1995.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 96
NOTE- 146p.; Funded by the School-to-Work Cooperative Demonstration Program through the Wisconsin Department of Public Instruction.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Presidents; Community Involvement; Data Collection; *Drinking; *Drug Abuse; Environment; *Higher Education; Mass Media Effects; Policy; *Prevention; Public Policy; Resources; Violence
IDENTIFIERS- Task Force Approach

This report summarizes the recommendations of the Presidents Leadership Group formed in early 1997 by the Higher Education Center for Alcohol and Other Drug Prevention. Offers the following proposals for effective prevention. College presidents should: (1) work to ensure that school officials routinely collect data on the extent of the alcohol and other drug (AOD) problems on campus and to make this information available; (2) frame discussion about AOD in a context that other senior administrators, faculty, students, alumni, and trustees care about--excellence in education; (3) define AOD use not as a problem of the campus alone, but of the entire community, which will require community-level action to solve; (4) use every opportunity to speak out and write about AOD prevention to reinforce it as a priority concern and to push for change; (5) work to ensure that all elements of the college community avoid providing mixed messages that might encourage AOD; (6) demonstrate their commitment to AOD prevention by budgeting sufficient resources to address the problem; (7) appoint a campuswide task force that includes other senior administrators, faculty, and students, has community representation, and reports directly to the president; (8) appoint other senior administrates, faculty, and students to participate in a campus-community coalition that is mandated to address AOD issues in the community as a whole; (9) lead a broad exploration of their institution's infrastructure and the basic premises of its educational program to see how they affect AOD use; (10) offer new initiatives to help students become better integrated into the intellectual life of the school, change student norms away from AOD use, and make it easier to identify students in trouble with substance use; (11) take the lead in identifying ways to effect alcohol and other drug prevention through economic development in the community; (12) be involved in policy change at the state and local level, working for new laws and regulations that will affect the community as a whole; (13) participate in state, regional, and national association to build support for appropriate changes in public policy. Appendixes include recommendations list, notes, and resources. Provides a list of selected resources and publications as well as a list of Higher Education Center for Alcohol and Other Drug Prevention publications. (Author/MKA)

ED 460 312 CG 029 179

Mitchell, Juliann; Morse, Jill
From Victims to Survivors: Reclaimed Voices of Women Sexually Abused in Childhood by Females.
PUB DATE- 98
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Therapy; Case Studies; *Child Abuse; Counselors; *Females; Memory; Outcomes of Treatment; Personal Narratives; Poetry; Resilience (Personality); Self Injurious Behavior; *Sexual Abuse; Writing (Composition)

CASA White Paper.
SPONS. AGENCY- John Templeton Foundation, Radnor, PA.
PUB DATE- 01
NOTE- 59p.; Also sponsored by The Bodman Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Beliefs; *Clergy; Counseling; Counselor Training; Drug Rehabilitation; Illegal Drug Use; Intervention; Psychologists; *Religion; *Religious Factors; Spirituality; *Substance Abuse; Theological Education

There is a powerful religious commitment among people in America nearly 92% of the population is affiliated with a specific religion. This report presents findings from a 2-year study of the attitudes and experiences of clergy regarding substance abuse and the training they received in schools of theology or in seminaries. Too often clergy and physicians do not overlap their care, something that could help recovery and ease the pain of substance abuse clients. Prior research from the National Center on Addiction and Substance Abuse has identified a helpful connection between spiritual and religious practices and a lower risk for substance abuse or addiction. A main finding of this study suggests that a better understanding by clergy of the disease of addiction and a better appreciation by helping professionals, especially psychiatrists and psychologists, about the power of God, religion, and spirituality holds enormous potential for the prevention and treatment of substance abuse. (Contains 1 table, 10 figures, and 124 references.) (JDM)

ED 460 333 CG 031 489

Malignant Neglect: Substance Abuse and America's Schools.
SPONS. AGENCY- Conrad N. Hilton Foundation, Los Angeles, CA.; Primerica Foundation, Greenwich, CT.
PUB DATE- 01
NOTE- 120p.; Also sponsored by The Atlantic Philanthropies.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Drinking; Elementary Secondary Education; *Family School Relationship; *High Risk Students; Illegal Drug Use; Intervention; Parent Influence; Parent Role; Prevention; *Resilience (Personality); Smoking; *Substance Abuse; Zero Tolerance Policy

This report on drug abuse in schools is based on 6 years of analysis, focus groups, and field investigations. Prior research has determined that if young people do not engage in smoking or substance abuse by age 21, their chances of engaging later are next to nothing. It has also been determined that next to parents, schools have the greatest influence on children's lives. This report is the first comprehensive analysis of all available data on substance use in schools. It is designed to clarify how tobacco, alcohol, and illicit drug use affects schools and offers suggestions on how to make children and schools substance free. Key findings include the fact that over 50% of students report that drugs are used, sold, or kept at their schools, and that zero-tolerance policies are used more for expelling students rather than identifying students in need. Several problems are discussed that are caused by schools' inability to stop or treat substance abuse. A look at high-risk students and who shares responsibility for the problem is included. Ten key interventions are suggested that both families and schools can

Assessment as well as some items created specifically for the Practice Test, this Practice Test intends to be representative of the type of test and contain items similar to those that appear on actual grade 5 reading tests. These practice tests are not intended to be psychometrically reliable test forms and are intended to familiarize teachers and students with the testing format. It gives general instructions for the tests and is divided into four Sessions each containing one to four short reading passages or exercises with questions. It also gives an Answer Booklet; a page for student open-ended response items (one per session); a Reading Answer Key; and a key for coding question and passage types in a section entitled Reading Objectives. It also presents a General Scoring Rubric and (for each of the four writing passages) an Item-Specific Scoring Rubric and five Open Response Samples from students. (SC)

ED 460 358   CS 013 601

Minnesota Comprehensive Assessment Grade 3 Reading Practice Test.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Educational Assessment; Grade 3; Minimum Competency Testing; Primary Education; *Reading; *Reading Tests; Scoring Rubrics; *State Standards; *Test Format; *Testing
IDENTIFIERS- *Minnesota Comprehensive Assessment; Practice Tests

Consisting of items from the 1998 Minnesota Comprehensive Assessment as well as some items created specifically for the Practice Test, this Practice Test intends to be representative of the type of test and contain items similar to those that appear on actual grade 3 reading tests. These practice tests are not intended to be psychometrically reliable test forms and are intended to familiarize teachers and students with the testing format. It gives general instructions for the tests and is divided into four Sessions each containing two or three short reading passages with questions and student open-ended response items for each section. It also gives an Answer Booklet; a page for student open-ended response items (one per session); a Reading Answer Key; and a key for coding question and passage types in a section entitled Reading Objectives. It also presents a General Scoring Rubric and (for each of the four writing passages) an Item-Specific Scoring Rubric and five Open Response Samples from students. (SC)

ED 460 359   CS 013 602

Chapter 3501 Department of Children, Families, and Learning Graduation Standards (3501.0200-3501.0290): Written Composition.
PUB DATE- 97
NOTE- 9p.; See CS 013 598 for Mathematics and Reading Standards.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; High Schools; Limited English Speaking; Minimum Competency Testing; *Scoring; State Legislation; *State Standards; Testing; *Writing Achievement; *Writing (Composition)
IDENTIFIERS- *Minnesota Graduation Standards

Establishing statewide standards that define what a Minnesota public high school graduate should know and be able to do to function effectively as a purposeful thinker, effective

ED 460 382 CS 216 745

English Language Arts Curriculum Framework.
PUB DATE- 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Communication Skills; Elementary Secondary Education; *English Curriculum; *English Instruction; *Language Arts; Language Usage; State Curriculum Guides; *State Standards; Writing Skills
IDENTIFIERS- *Massachusetts; Media Literacy

Reflecting a view of how classrooms can and should look to assist all students to achieve high standards of excellence, this curriculum framework presents the first statewide framework for learning, teaching, and assessment in the English language arts for Massachusetts public schools. After an introduction, it discusses the core concept underlying the framework, which is that the goal of an English language arts curriculum is to teach learners how to reason and use language purposefully as they comprehend, construct, and convey meaning. It then presents 10 guiding principles that underlie every strand and learning standard in the framework. The framework then presents content strands and learning standards for the areas of language, literature, composition, and media (separated by grade levels pre-K-4, 5-8, 9-10, and 11-12). (Contains 22 endnotes and 119 references. Appendixes contain (1) a suggested list of authors, illustrators, or works reflecting "our common literary and cultural heritage"; (2) suggested lists of authors and illustrators of contemporary American literature and world literature; (3) 3 sample literature units; (4) a historical perspective on the goals and content of English language arts instruction; (5) accommodation for limited English proficient students; and (6) advice on relating literature to key historical documents.) (RS)

ED 460 383 CS 216 747

Procedural Reading and Writing in the Science Lab: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 17p.; Content Standard: Read, Listen, and View: Technical Reading; Level: Middle and Content Standard: Write and Speak: Writing; Level: Partial Middle.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Discourse; *Academic Standards; Class Activities; Laboratory Experiments; Laboratory Manuals; *Laboratory Procedures; Middle Schools; Performance Based Assessment; *Reading Comprehension; Science Instruction; *State Standards; Student Evaluation; *Technical Writing; Writing Exercises
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is

PUB DATE- 96
NOTE- 9p.; For other profiles of learning, see CS 510 078 and CS 510 086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Class Activities; *Creative Dramatics; Drama; *Folk Culture; *Improvisation; Performance Based Assessment; Primary Education; *State Standards; Student Evaluation
IDENTIFIERS- Folktales; *Method Acting; *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to "method" acting and improvising. It begins with reference to the particular content standard addressed in the package, the educational level of the package (honors/primary), and a summary statement of the content standard. It then describes the task associated with the student performances: dramatize a folktale with background, props, and masks. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 405 CS 510 078

Finding Relevant Information: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 96
NOTE- 10p.; For other profiles of learning, see CS 510 077 and CS 510 086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Class Activities; Communication Skills; *Information Skills; Information Sources; Language Arts; Middle Schools; Performance Based Assessment; Social Studies; *Speech Communication; *State Standards; Student Evaluation
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills in the language arts or social studies classroom related to accessing and using a variety of sources to answer a question or support a position. It begins with reference to the particular content standard addressed in the package, the educational level of the package (honors middle level), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) develop a chart showing the relationship between a selected topic and a number of sources of information; and (2) create a set of note cards from three sources that contain sufficient information to answer the questions or support the position, and then make an

ED 460 425 EA 029 366

McRobbie, Joan
Class Size Reduction in California: A One-Year Status Check.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teachers; *Class Size; Educational Assessment; *Elementary School Teachers; Evaluation; Evaluation Needs; Information Needs; Primary Education; Program Effectiveness; *Program Evaluation; *Teacher Student Ratio
IDENTIFIERS- *California; *Class Size Reduction

With class-size reduction (CSR) in California now a reality, some early evaluations of the program are now possible. A contribution to this early assessment is offered here. The paper describes teachers' and parents' renewed confidence in public education despite the challenges presented by the logistics of implementing the program in the nation's largest state. Besides physical space and qualified teachers coming at a premium, questions remain whether the positive results CSR achieved elsewhere will be realized in California. Questions also remain about teacher supply and teaching quality, particularly the disturbing finding that desperation hiring has brought in new teachers who are less experienced, less qualified, and less skilled, on average, than those of previous years. Other effects are evident on teacher preparation and staff development, and an analysis of how teacher supply and facilities will be affected is offered. Some of the responses that teachers and parents have to CSR are given, and numerous equity issues, such as teachers' credentials, are covered. Some of the other factors discussed include sustainability, collective bargaining concerns, and the impact on other programs. Information resources for finding out more about CSR are provided. (RJM)

ED 460 426 EA 029 402

Spillane, Robert R., Ed.; Regnier, Paul, Ed.
The Superintendent of the Future: Strategy & Action for Achieving Academic Excellence.
PUB DATE- 98
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Board Administrator Relationship; Budgeting; Educational Administration; Educational Change; Educational Finance; Educational Technology; Elementary Secondary Education; Futures (of Society); *Instructional Leadership; School Administration; School Safety; *Superintendents

As public education undergoes profound changes, school superintendents must join the dialogue surrounding this evolution in schools. Strategies for doing this are presented here. The book focuses on connecting the practical with the intellectual in ways that will make sense to people who are daily inundated with practical problems. It supports the idea of thinking one's way through problems without falling back on procedures for designing curriculum/teaching, ensuring student learning outcomes, and fostering student memberships for maximally diverse groups of learners, including learners with severe disabilities. The project findings suggest that in order to enlarge the concept of inclusion, as well as encourage durable change in the core of educational practice, schools need to (1) shift from a focus on teaching to a focus on learning; (2) shift from a reliance on individual teacher practice to group practices; and (3) shift from an effort to "deliver service" to one of "providing learner supports". Attachments include sample student, educator, and parent surveys and selected articles on inclusion. (Contains 53 references.) (CR)

ED 460 444 EC 306 584

Easterbrooks, Susan R., Comp.
Association of College Educators of the Deaf and Hard of Hearing Annual Conference. Collected Papers (24th, Lexington, Kentucky, March 6-9, 1998).
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Classroom Techniques; Cochlear Implants; College Students; Computer Managed Instruction; Computer Mediated Communication; Critical Thinking; *Deafness; Educational Research; *Hearing Impairments; Higher Education; *Inclusive Schools; *Literacy; Mainstreaming; *Preservice Teacher Education; Problem Solving; Reading Strategies; Sign Language; Student Evaluation; Teacher Competencies; Team Teaching; World Wide Web

This collection includes conference papers on the education of the deaf and hard of hearing, including: (1) "Discovering Classroom Dynamics through Action Research: Strategies That Encourage Critical Thinking during Lectures" (Keith Mousley and Vicki Robinson); (2) "Current Literacy Practices That Are Working" (Henry Teller); (3) "A Prototype Research Approach Using ASL as a Primary Research Language with Printed English as a Secondary Language" (David Mason); (4) "The Hopwood Case: Its Effects on University Teacher Training Programs in Deafness" (Gabriel A. Martin); (5) "Constructing Inclusive Classroom Models That Serve Deaf and Hard of Hearing Students: Reports from Teachers in the Field" (Deborah Haydon and Karen Dilka); (6) "Including Competencies for Itinerants and Resource Room: Teachers in Preparation" (Carolyn Bullard and H. William Brelje); (7) "Problem Solving and Deaf College Students: Issues and Strategies" (Ronald Kelly and Keith Mousley); (8) "Co-Teaching Deaf and Hard of Hearing Students: Research on Social Integration" (Thomas Kluwin); (9) "Focus on the Classroom: Students as Synthesizers and Evaluators of Web-Based Instructional Units" (Pamela Luft); (10) "The Development of a CD-ROM To Teach Speechreading Skills" (Samuel B. Slike and Dorothy H. Hobbis); (11) "Comparison of Competencies of Cochlear Implants between Teachers of the Deaf/Hard of Hearing versus Speech-Language Pathologists" (Thomas W. Connolly and Gerald Powers); (12) "Reading Strategies: What Deaf Students Can Do" (Sandy Bowen); (13) "A 'Teacher Friendly' Language Assessment Instruction: Normative Data on Basal Readers" (Alfred H. White and Paula L. Scott); and (14) "The Effects of Computer-Mediated Communication on the Literacy of Deaf and Hard of Hearing Adolescents" (March Jones, Karen Kimmel, and Susan Brooks). An agenda of the conference is attached. (Each exclusion of a student from grading in a general education class, collaboration of general and special education teachers in grading, and disclosure of the student's special education status. Second, concerning grades in class rankings and honor rolls, the guide considers inclusion of grades in special education classes in schoolwide standings and weighted grading systems. Third, concerning graduation, questions are answered about the placement committee, procedural safeguards, and eligibility for services until the age of 21. Fourth, concerning diplomas, questions address diploma eligibility and wording on diplomas received by a special education students. References to relevant legislation and regulations are included. Appended are sample diplomas and report cards for special education students. (DB)

ED 460 463 EC 306 742

Comprehensive Community Mental Health Services for Children Program. Factsheet.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; American Indians; Children; *Community Programs; *Cultural Differences; Delivery Systems; *Emotional Disturbances; *Family Programs; Federal Aid; *Federal Programs; Federal State Relationship; Integrated Services; *Mental Health Programs
IDENTIFIERS- *Community Mental Health Services

This fact sheet describes the Comprehensive Community Mental Health Services for Children Program overall and includes descriptions of 22 specific programs. The program was authorized by Congress in 1992 and provides federal funds through demonstration grants to states, communities, and Native American tribes. The program currently administers 22 federal grants in 29 communities in 18 states to implement, enhance, and evaluate local systems of care. The program emphasizes inclusion of families as partners in designing services and on "cultural competence" in relationships with children and families of diverse races, cultures, and ethnicities. The individual program descriptions highlight unique features of each program in a brief summary and provide full contact information. Programs in the following states are described: California, Hawaii, Illinois, Kansas, Maine, Maryland, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Vermont, Virginia, and Wisconsin. (DB)

ED 460 464 EC 306 745

Systems of Care. Factsheet.
PUB DATE- 98
NOTE- 9p.; Best copy available.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Community Programs; Cross Cultural Training; Cultural Differences; Cultural Pluralism; *Emotional Disturbances; Family Role; *Integrated Services; Intervention; Mental Disorders; *Mental Health Programs; Needs Assessment; Prevention; Psychological Services; *Systems

Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Change Strategies; Children; Clinical Diagnosis; Decision Making; *Delivery Systems; *Emergency Programs; *Emotional Disturbances; *Health Maintenance Organizations; *Health Services; *Recidivism; Severity (of Disability); Use Studies
IDENTIFIERS- *Medicaid

This collection of symposium paper summaries presents analyses of data addressing the role of system changes in decision-making and service utilization in child and adolescent mental health emergencies. The analyses compare data for child and adolescent (C/A) recidivists at mental health emergency screening sites in pre-and post-managed care time periods, defined by the implementation date for Medicaid managed care. The included summaries are: (1) "Impact of Managed Care on the Clinical Profiles of Recidivists" (Lorna Simon and Stephen Dine-Young); (2) "Factors Contributing to a Child or Adolescent Becoming a Recidivist at an Emergency Mental Health Screening Site Pre- and Post-Managed Care" (Stephen Dine-Young and Lorna Simon); and (3) "The Question of Patterns of Dispositions" (Joanne Nicholson and Joseph R. Mara). Among findings were: the number of emergency room recidivists increased after the implementation of managed care; a diagnosis of adjustment disorder (the least severe diagnostic category) negatively predicted a client becoming a recidivist in both the pre- and post-managed care periods; and neither clinical nor payer characteristics were related to a change in level of restrictiveness of dispositions in the pre- or post-managed care periods for recidivists. (DB)

ED 460 483 EC 306 859

Berman, Harvey J.; Rosser, John
A Community-Based Continuum of Services Compatible within the Managed Care Environment.
PUB DATE- 96
NOTE- 4p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Cooperation; Children; *Community Programs; *Emotional Disturbances; *Health Maintenance Organizations; Integrated Services
IDENTIFIERS- Maine; New Hampshire; Rhode Island; Support Services

This summary outlines a model of service delivery to children and adolescents with emotional disturbances which uses a "hub" model to provide community-based services in Maine, New Hampshire, and Rhode Island. The program's administrative structure involves a central administration (for financial administration and program coordination, governance, computerized systems, human resources coordination, training, clinical and educational oversight, quality assurance, licensing accreditation, government relations, and fundraising) and decentralized program supervision structures (which emphasize oversight of clusters of specific programs based on categories of services and clients, and geographic location). The model's treatment activities focus on "generalist" professionals who coordinate and provide support services to

NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Table and figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Counselors; *Crisis Intervention; *Emotional Disturbances; *Home Programs; *Hospitalized Children; Intervention; Mental Disorders; *Mental Health Programs; Prevention; Program Effectiveness; Psychiatric Services
IDENTIFIERS- New York

This paper describes the Home-Based Crisis Intervention (HBCI) program in New York and the outcomes of a study that investigated the effectiveness of the program. The HBCI program provides short-term intensive in-home services to families with children who are at-risk for out-of-home placements. Counselors work with families to prevent psychiatric hospitalization or out-of-home placement. The intervention focuses on family strengths and needs by using a multifaceted approach that includes skills building, counseling, and the provision of concrete services. The program effectiveness study included 221 children (ages 5-17) who were experiencing a psychiatric crisis requiring immediate intensive intervention, hospitalization, or placement in another restrictive setting. Results indicate that despite additional resources and expansion of services in the HBCI program, hospitalization rates did not change significantly at the two participating hospitals. Rather than preventing hospitalization, in-home services may represent another community-based option for children whose safety and clinical needs are not as acute as children judged to require hospitalization. Children enrolled in in-home services gained in self-esteem and these gains were maintaining over the follow-up period. Also, most were able to avoid hospitalization during the initial period of service. (Contains 10 references.) (CR)

ED 460 503 EC 306 879

Evans, Mary E.; Boothroyd, Roger A.; Kuppinger, Anne D.
Preliminary Family Outcomes of a Field Experiment on Intensive In-Home Interventions for Children in Psychiatric Crisis.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Problems; Blacks; Children; Counselors; *Crisis Intervention; *Emotional Disturbances; *Family Characteristics; *Family Relationship; Hispanic Americans; Home Programs; Hospitalized Children; Mental Disorders; *Mental Health Programs; Participant Characteristics; Participant Satisfaction; Prevention; Program Effectiveness; Program Evaluation; Psychiatric Services; Social Adjustment; Socioeconomic Status
IDENTIFIERS- New York

This paper describes the Home-Based Crisis Intervention (HBCI) program in New York and the characteristics and outcomes of the families involved in a study that investigated the strongly about inclusion than others, although years of experience and grade level placement did not have a significant effect on feelings. Finally, responses to the third question, how inclusion affects the respondents, varied widely. The majority of responses were focused on pragmatic issues. General educators were concerned with limited planning time and preparation for teaching students with special needs in general classroom settings. Special educators reported fears of job loss and changing responsibilities. (CR)

ED 460 522 EC 306 898

Barringer, Craig; Cheney, Douglas
Staff Development and the Inclusion of Middle School Students with EBD in Regular Education: Preliminary Findings from Project DESTINY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 8p.; Originally presented as "Creating the Context for Including Middle School Students with EBD in General Education: Findings from the First Year of Project Destiny. In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables and figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Case Studies; *Emotional Disturbances; *Inclusive Schools; Inservice Teacher Education; *Instructional Effectiveness; Knowledge Level; Mainstreaming; *Middle School Students; Middle Schools; Models; *Staff Development; Teacher Attitudes

This paper discusses the preliminary findings of Project DESTINY (Designing Educational Support Teams through Interdisciplinary Networks for Youth with Emotional or Behavioral Disorders), a three-year project designed to evaluate models for school-based service delivery to students with emotional or behavioral disorders (EBD). The sample for the study included 64 regular and special education teachers from two New Hampshire intervention schools. It investigated the effects of two types of staff development activities (didactic presentations and case studies on teachers' perceptions of their competence in the area of EBD), and the effects of increases in teachers' perceptions of their own competence on the academic and social functioning of their students. Results indicate that when combined with traditional in-service presentations, the case study component of the model seemed to enhance outcomes for staff members. Teachers reported that case studies left them with a deeper understanding of the material presented and a more differentiated picture of students. Based on their deeper understanding of the students' needs, teachers appeared better able to use selectively and appropriately the tools that had been presented in didactic seminars. (Contains 15 references.) (CR)

ED 460 523 EC 306 899

Magyary, Diane; Brandt, Patricia
School-Based Mental Health Programs: Issues for Implementation and Evaluation.
PUB DATE- 96

relationship with the therapists and perceived benefits of counseling are two main components of overall youth satisfaction. (CR)

ED 460 542 EC 306 918

Stiffman, Arlene; Chen, Yu-Wen; Elze, Diane; Dore, Peter; Cheng, Li-Chen
Adolescents and Providers' Perspectives on the Need and Use of Mental Health Services.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Table is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Role; *Behavior Disorders; Child Welfare; Disability Identification; *Emotional Disturbances; Health Programs; Intermediate Grades; Juvenile Justice; Mental Disorders; *Mental Health Programs; *Referral; *School Role; Secondary Education; Social Services; Surveys

This paper discusses the results of a study that examined the mental health needs of 796 adolescents who interacted with four types of service sectors that typically function as gateways to mental health services (education, child welfare, juvenile justice, and primary health). Prevalence estimates collected from the youth themselves were compared to counts of clients kept by the gateway providers and comments made in focus groups by these providers regarding their understanding of mental health service issues. Interviews with the youth indicated that significant numbers of youth at each of the four sectors had mental health problems. However, only a limited percentage of those youth with mental health problems received services from their gateway sector. This percentage varied widely by sector, with the juvenile justice, education, and child welfare sectors providing services to a much higher percentage of youth than the health sector. The education sector had a very large discrepancy between the youth's interview data and the providers' tally data, although many of the youth with mental health problems felt they were receiving help. (CR)

ED 460 543 EC 306 974

Zimmermann, Sally-Anne
Instrumental Music: Factors in Learning Musical Instruments for Children and Young People Who Are Visually Impaired.
PUB DATE- 98
NOTE- 60p.; Instrumental Music is one of a series produced by the Music Advisory Service, Royal National Institute for the Blind.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Blindness; Braille; Elementary Secondary Education; Foreign Countries; Multiple Disabilities; Music Activities; *Music Education; Music Reading; *Music Techniques; *Musical Instruments; Musicians; Orchestras; *Visual Impairments; Vocal

2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Attitudes toward Disabilities; *Change Agents; Children; Daily Living Skills; *Disabilities; Education Work Relationship; *Educational Change; Educational History; Elementary Secondary Education; Employment; Federal Legislation; Futures (of Society); Inclusive Schools; *Independent Living; Mental Retardation; *Social Change; Social History; Social Influences; Social Integration

This paper uses personal profiles to highlight major events across the past five decades that have affected the lives of individuals with mental retardation and their families. Each of the scenarios provided represents a creation of prototypical families, communities, school climates, issues, and social attitudes during a particular decade. Barbara is a young adult woman who was involved during the 1960s in the initial phases of integrating individuals with mental retardation into the workforce. Jose, a second-language learner, went through special education testing processes and the public educational system during the 1970s. Terrell is a young man brought up by his teenage mother in a single parent household during the 1980s. Rachel, born with fetal alcohol syndrome, is involved in a School-to-Work Youth Apprenticeship in the 1990s. Finally, Mitchell, born with Down syndrome, faces the future. The profiles are intended to help society reflect on what has helped and hindered employment and independent living for people with mental retardation. For each decade, an appendix outlines the legislative policy relevant to students and adults with disabilities, philosophy, research breakthroughs, and practices in schools and the community. (Contains 52 references.) (CR)

ED 460 563 EC 308 868

Geiger, William L.
Requirements for Conventional Licensure of Special Education Teachers.
PUB DATE- 02
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Certification; *Disabilities; Early Childhood Education; Educational Change; *Educational Trends; Elementary Secondary Education; Higher Education; Inclusive Schools; Knowledge Base for Teaching; National Standards; *Preservice Teacher Education; *Special Education Teachers; *Teacher Certification; Teacher Competencies; Teacher Competency Testing; Teacher Education Programs; Teaching (Occupation); Trend Analysis
IDENTIFIERS- Council for Exceptional Children

This report discusses outcomes of a study designed to update information on jurisdictional requirements for the conventional licensure of special educators and to extend inquiry into areas of special education licensure. Interviews were conducted and responses were received from 51 directors of licensure in state departments of education and the District of Columbia. Thirty-seven reported that significant changes in teacher licensure were underway. Informants reported on jurisdictions' use of safe and appropriate. (GR)

ED 460 587 EF 005 290

Checklist for School Maintenance Surveys.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; Elementary Secondary Education; *Inspection; Planning; *Public Schools; *School Maintenance
IDENTIFIERS- *Building Maintenance; Maryland

This document is a simple 34-category checklist to be used by technicians conducting maintenance surveys. Categories includes: roadways & parking lots; site appearance; site utilities; exterior appearance; playground equipment; exterior structural conditions; gutters and downspouts; windows and caulking; sidewalks; entryways and exit doors; roof conditions; flashing and gravelstop; roofdrains; rooftop equipment; skylights; interior appearance; floors; walls; interior doors; ceilings; electrical distribution; lighting; FCUs/radiators; fire and safety; generators; boilers; air conditioning; ventilation equipment; electrical services; steam distribution; hot water distribution; plumbing; interior subterranean structure. (GR)

ED 460 588 EF 005 296

Hassel, Bryan
Paying for the Charter Schoolhouse: Policy Options for Charter School Facilities Financing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; North Central Regional Educational Lab., Naperville, IL.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Finance; Elementary Secondary Education; *Financial Support; *Fund Raising; Money Management; Planning; Public Schools; *School Funds

Locating and financing educational facilities is a significant challenge facing many charter schools. This report outlines five options state policymakers can pursue to enable charter schools to gain access to suitable, high-quality facilities. The five options addressed are: creating new revenue streams for facilities cost; giving charter schools access to low-cost financing; creating or stimulating finance pools for charter schools; providing incentives for organizations to supply facilities; and considering other ways to improve the facilities climate. Examples of existing efforts are provided for each of these options. The report also highlights some actions groups other than state policymakers, i.e., Congress, local officials, and charter friends groups, that can help ease the charter facilities challenges. Appendices provide a breakdown of how some states handle per-pupil facilities funding for charter schools, and a list of resources on charter school facilities financing. (GR)

Grande do Sul"; "Effect of the Principle of Obligatory Contour on Syntax: Clitic Movement in French"; "Phonetic and Morphological Aspects of Apocope in Contemporary French"; "Learner Types and the Modern Language Aptitude Test"; "'Importations': The Behavior of English Segments, Syllables and Accentual Patterns in Mexican Spanish"; "Mnemonic Techniques for Second or Foreign Language Vocabulary Teaching/Learning"; "Analysis and Revision of the French Braille Abbreviation System"; "Linguistic Traces of Socioeconomic Exchanges in a Dialect Survey of Galician"; "Perception of Differences in Intrinsic Intensity"; "Identity and Semantic Variation of the Verb 'Regarder' in Contemporary French"; "Semantic Factors in Biblical Translation"; "The Notional Framework and Theme in Semi-Directed Interviews"; "Analysis of Laughter in Spontaneous Discourse"; "Nominal Anaphorics: From Variation to System"; "Language and Work: The Study of Language Practices Essential to Task Analysis"; "Polysemy and Enunciative Operations"; "Paraphrases and Adaptations of Borrowings"; "Incidence of Flutter and the Quality of Artificial Speech"; "Preliminary Verification of results generated by Termplus with a Portuguese Language Written Text"; Modality in Discourse: A Prosodic Analysis"; "The Role of Instructional Context on Second Language Reading"; In Search of 60 CS: From Syllabic Rhythm to Accentual Rhythm"; "Correction of the English 'R' Phoneme in the French Speaker"; "Contribution to the Study of Haitian Creole Adjectives"; and "The Historical Path of the 'Coureur de Bois'". (MSE)

ED 460 614   FL 025 397

Deshaies, Denise, Ed.; Ouellon, Conrad, Ed.
Les linguistes et les questions de langue au Quebec: points de vue (Linguists and Language Questions in Quebec: Points of View).
PUB DATE- 98
NOTE- 210p.; Papers presented at a colloquium organized by the International Center for Research on Language Planning (Quebec, Canada, November 22-23, 1996).
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cultural Pluralism; *Dictionaries; Foreign Countries; *French; *Language Planning; Language Research; *Language Role; Linguistic Theory; Political Influences; *Researchers
IDENTIFIERS- *Quebec

Papers, all in French, address four issues concerning linguistics and language in Quebec: language quality and linguistic reality; linguistic politics and the future of French in Quebec; the linguist's role in modern society; and dictionaries. Each section includes an untitled, substantive introduction and several papers. Papers include: "Discours sur la qualite de la langue et realite linguistique" ("Discourse on Language Quality and Linguistic Reality") by Gilles Bibeau; "Les rapports a la langue dans l'enseignement du francais" ("Accounts of Language in the Teaching of French") by Jean-Claude Gagnon; "La qualite de la langue: Discours et realite" ("Language Quality: Discourse and Reality") by Conrad Ouellon; "Debat linguistique et responsabilites collectives" (Linguistic Debate and Collective Responsibilities") by Henrietta Jonas-Cedergren; "La question linguistique au Quebec: Reconnaissance et pluralite" ("The Linguistic Question in Quebec: Recognition and Plurality") by J. Yvon Theriault; "Les contraintes articles. The purpose is to compare the terminology used for traditional money with that used for electric money. This study introduces 15 names used for electric money. These names are good examples of intertextuality, they contain the elements of two domains: the financial world and the dataworld. This is typical of the language of these media examples as a whole. The terminology of abstract electric money is very concrete; there are still coins whirling around in the net, and people still have electric purses in which to save the money. This study shows, however, that there are some differences between the metaphorical frames of traditional money and electric money. (Author/VWL)

ED 460 634 FL 025 606

Pietila, Paivi
Advanced Foreign Language Learners in Action: A Look at Two Speaking Tasks.
PUB DATE- 98
NOTE- 17p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Students; Foreign Countries; *Group Discussion; Interpersonal Communication; *Language proficiency; *Language Tests; Metalinguistics; *Oral Language; Pragmatics; Second Language Learning; Testing

This paper focuses on the speaking proficiency of advanced foreign language learners. It looks at performance on two different tasks: oral presentations and group discussions. Success in giving an oral presentation in front of an audience is assessed with the help of evaluations, which are then measured against various linguistic phenomena occurring in the presentations. The students' participation in the group discussions following the oral presentations is analyzed both qualitatively and quantitatively. Finally, an attempt is made to see how well success in one task predicts success in the other task, in other words, whether active and dominant participants in a group discussion turn out to be good presenters. It is hoped that a close examination of students performance will eventually help in planning advanced courses in sociopragmatic skills. It also seems that students may have differences in the language-independent ability to solve metalinguistic problems such as these. (Author/VWL)

ED 460 635 FL 025 607

Salo, Olli-Pekka
"Why Would You Think He's an Asshole--Or Not a Nice Person?" Luokkahuonediskurssin intentionaalisuudesta (Intentions Formed in Classroom Interaction).
PUB DATE- 98
NOTE- 15p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia,

SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Building Bridges Initiative Conference of the W. K. Kellogg Foundation (Buenos Aires, Argentina, October 3-7, 1999). Introduction is in Spanish and English.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Educational History; Futures (of Society); Graduate Study; Higher Education; *Nonprofit Organizations; Program Development

This paper describes the growth and outlines the place of education in the management of nonprofit organizations in the United States. The discussion of nonprofit management education focuses on education in the formal sector, at the graduate level. There are more than 1.5 million nonprofit organizations in the United States, nearly double the number of 25 years ago. Of the factors that have contributed to the growth of nonprofit management education, the most important is the growth of the nonprofit sector itself. As nonprofit management education programs were developed, they were based on assumptions about nonprofit leadership and management that asserted that nonprofit management is different than other management, and that nonprofit management education programs should focus on the entire nonprofit sector, rather than on subsectors. It was also assumed that there was a market for such programs, and that they could draw on a body of research, but need not have identical curricula. Overall, these assumptions have been supported. In the future, it seems probable that the management of nonprofit organizations will continue to differ from the management of for-profit concerns. The field of nonprofit management education will adapt to the changes to be expected in education and in society. (SLD)

ED 460 656 HE 034 558

Larson, R. Sam; Barnes, Sonia
Building Philanthropy and Nonprofit Academic Centers: A View from Ten Builders.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 24p.; "Report to the W.K. Kellogg Foundation. Prepared as part of the Building Bridges Initiative Cluster Evaluation."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Departments; *Educational History; *Graduate Study; Higher Education; *Nonprofit Organizations; Philanthropic Foundations; Private Financial Support; *Program Development

In response to changes in society and the nonprofit sector, the W. K. Kellogg Foundation developed and funded the Building Bridges between Practice & Knowledge in Nonprofit Management Education initiative (Building Bridges). The work of those involved in Building Bridges and other leaders in nonprofit management education can benefit from the experiences of innovators who developed centers for education in the management of nonprofit organizations. This study was conducted to explore the development of the early centers and the roles of their founders. Researchers interviewed 10 "builders," or academic innovators to find out how the centers with which they

Riel, Margaret
The Internet and the Humanities: The Human Side of Networking. The Future of Networking Technologies for Learning.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Educational Technology.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Cooperative Learning; Distance Education; Educational Resources; Educational Technology; Elementary Secondary Education; *Human Factors Engineering; *Internet; Learner Controlled Instruction; Problem Solving

This paper focuses on the human side of networking in education, emphasizing that people working together can create new solutions to old problems. Discussion includes increased links to information through the Internet and new resources entering the classroom; team-teaching, cooperative learning, and learner-centered instruction; and distance education. The report also describes ways for students to reach out to the community, in problem-solving, involement in city planning, and developing apprenticeships with local organizations. In addition, reservations about technological solutions and problems are examined. (AEF)

ED 460 675 IR 019 113

Riley, Richard W.
Technology and Education: An Investment in Equity and Excellence. Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley (Washington, DC, July 29, 1998).
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Access to Computers; Access to Information; *Computer Literacy; *Computer Uses in Education; Educational Objectives; *Educational Technology; Elementary Secondary Education; *Equal Education; Federal Programs; Federal Regulation; Internet; Public Policy; Student Motivation; Teacher Education; Technology Integration; World Wide Web
IDENTIFIERS- Department of Education; Electronic Resources

This paper contains the transcript of the speech of United States Secretary of Education Richard W. Riley delivered at the National Press Club, Washington, D.C. on July 29, 1998. The focus of the speech was the promise and possibilities of technology in education. Discussion includes the following: the "digital divide" in technology use between those who have access to computers and the Internet and those who do not; the ability of technology to be an equalizer of educational opportunity; outlook for jobs requiring computer skills; examples of technology-based classroom instruction; benefits of technology for teachers, students, and overall academic achievement and motivation; use of computers for at-risk students; the E-Rate, or Education Rate, the Clinton Administration's initiative to provide affordable telecommunications access to all schools; the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Change Strategies; *Community Colleges; *Educational Assessment; *Educational Change; Educational Objectives; *Educational Quality; *Institutional Mission; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Hagerstown Community College MD

This paper portrays community colleges as American institutions facing a critical need for self-assessment, especially as the new millennium approaches and effects an ever-increasing reliance on technology and information. Focusing on organizational sustainability, a generative method for change is described that emphasizes processes, team learning, and strategic choice. An essential part of integrating change into higher education is to challenge the traditional assumptions of college missions as well as the established perspectives regarding the assessment of organizational quality and effectiveness. Accountability, effectiveness, and assessment are key terms related to educational change, prompting the (1) establishment of an expanded statement of institutional purpose; (2) identification of intended educational, research, service, and administrative objectives and outcomes; (3) assessment of the extent to which the intended objectives and outcomes are being accomplished; and (4) adjustment of institutional mission, objectives, and outcomes based on the assessment findings. Included is a case study of Hagerstown Community College (Maryland), a list of statistical outcomes, and a conclusion with new responses toward accountability. (15 references) (AS)

ED 460 695 JC 980 444

Parsons, Michael H.
Instructional Reorganization: The Process.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual "Celebrating Learning: A Community College Showcase" conference (5th, Atlantic City, NJ, November 5-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Community Colleges; *Educational Change; Educational Planning; *Futures (of Society); *Information Networks; Institutional Evaluation; Institutional Mission; Instructional Development; *Organizational Change; Two Year Colleges
IDENTIFIERS- Hagerstown Community College MD

This paper proposes a process for community colleges to engage and direct discontinuous change in the face of the coming millennium. Described are several characteristics of change envisioned in the near future, including a complete break with the past, major reconstruction of nearly every element of the organization, and modification of the mental models used by organizational personnel to construct reality. Defined in the paper are the following steps in realignment for optimal productivity and performance in the organizational culture: (1) conduct a change-readiness audit--examine the college as an organic system whose interdependent parts must realign cooperatively; (2) implement transformational change--assist personnel in rethinking their frame of reference regarding the classes from 1987 to 1996. Highlighted findings include the following: (1) the four-year success rate of new full-time freshmen has fallen from 39% in the 1988 cohort to 32% in the 1996 cohort - the lowest figure since 1980; (2) the four-year success rate of full-time African American community college students has remained constant at 20%; (3) full-time African American students transferring to a four-year institution increased slightly during the past three cohorts from 13.8% to 15.4%; (4) the four-year success rate of full-time African American community college students continues to lag substantially behind those of all other students; (4) community colleges with the highest four-year success rates for the entering class of 1994 were Chesapeake (44%), Frederick (42%), and Carroll (41%), while those with the lowest rates were Baltimore City (17%), Cecil (23%), and CCBC-Dundalk (24%). The greatest four-year success rates among African American students in 1994 occurred at Charles (28%), Chesapeake (26%) and Frederick (13%), while the lowest rates appeared at CCBC-Dundalk (13%), Harford (13%) and Howard (14%). A total of 38 tables show retention, graduation, and transfer rates for all students, and African American students specifically, at 18 Maryland community colleges. (AS)

ED 460 715　　　　JC 990 289

Barber, Jerry
Taylor Business Institute, Report.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Budgets; *Business Education; Educational Finance; *Financial Audits; *Financial Support; Higher Education; Institutional Evaluation; Program Administration; *Student Financial Aid; Tuition; Two Year Colleges
IDENTIFIERS- Taylor Business Institute NY; Tuition Assistance Program NY

The Office of the State Comptroller in New York audited the records and procedures used in administering the Tuition Assistance Program (TAP) at Taylor Business Institute (Taylor) for the academic years 1995-96 through 1997-98. Taylor, located in Manhattan, offers both degree programs and diploma programs in Accounting, Business Management, Executive Administrative Assistant Studies, and Travel & Tour Operations, which are approved by the State Education Department for TAP eligibility. TAP is the largest of the student grant and scholarship programs administered by HESC. It is an entitlement program designed to provide tuition aid to eligible full-time students who are enrolled in a variety of programs. The Office determined that Taylor was overpaid $30,316 because school officials incorrectly certified eight students as being eligible for TAP awards. The accuracy of the Taylor's TAP certifications was tested for the three years ended June 30, 1998 using a statistical sample of 200 randomly selected awards from the 4,960 awards the school certified. From the statistical sample, five awards were disallowed, totaling $4,679. A statistical projection of these audit disallowances to the entire population using a 95% single-sided confidence level, resulted in an audit disallowance of $27,408. Three other awards, totaling $2,908, were also disallowed based on the review of other awards from outside the sample period . Therefore, the Office of the State Comptroller in New York

Mellander, Gustavo A.; Mellander, Nelly
Community Colleges and Online Education.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Community Colleges; Computer Assisted Instruction; *Distance Education; Educational Change; Educational Development; *Educational Technology; Faculty Development; Teaching Methods; Two Year Colleges

This document takes the information provided in another report, "Electronic Collaboration: A Practical Guide for Educators," produced by the National School Network, and adapts it for community colleges. It addresses the issue of the extent to which community college teachers are actively involved in online education, and how they can become knowledgeable enough to understand and tackle the many varieties and implications of this new trend. An "eleven-step process" is presented for implementing an online collaborative project; each step is followed by examples from two school-based collaborations. The eleven steps are: (1) determine goals by asking people who will be involved in the project what they wish to accomplish; (2) decide when to begin the project and the guidelines for communicating; (3) decide how teachers will be compensated for the extra time required for the project; (4) be an advocate for the online conference; (5) prepare a preliminary action plan and proposal that details what is being studied; (6) establish the hardware and software requirements for the environment; (7) identify the individuals to join the projects; (8) select the participants and the moderator(s); (9) prepare for the first group encounter; (10) begin the discussions; and (11) have the new community of learners evaluate the project work. The paper concludes by advising readers to examine the original report. (VWC)

ED 460 736 JC 990 483

Nussbaum, Thomas J.
Reforming the Governance of California Community Colleges.
PUB DATE- 98
NOTE- 13p.; Presented as the University of Southern California's Annual Earl V. Pullias Lecture (20th, Los Angeles, CA, March 14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Board Administrator Relationship; *College Administration; *Community Colleges; Educational Finance; *Educational Policy; *Governance; *Governing Boards; Legislators; Policy Formation; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In this speech, Chancellor Thomas J. Nussbaum defends the existence of local governing boards for community colleges and offers suggestions for improving the current weak governance structure. He argues that doing away with local governing boards would: (1) create a greater inconsistency between the

ED 460 754 PS 026 343

Connecting with Every Child: Key to Successful Discipline. Reframing Discipline, Unit 2. Teaching Video, Practice Video, Facilitator's Guide, and Viewer's Guide .
PUB DATE- 97
NOTE- 0p.; For units 1 and 3, see PS 026 342 and 344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Affective Behavior; Behavior Problems; Childhood Needs; Classroom Techniques; Developmentally Appropriate Practices; *Discipline; *Emotional Response; *Preschool Children; Preschool Education; *Preschool Teachers; Staff Development; Teacher Behavior; *Teacher Student Relationship; Teacher Workshops; Videotape Recordings

The second of three interactive staff development units on discipline in early childhood classrooms, this multi-media pack explores the importance of the relationship between the teacher and child to discipline. The 25-minute teaching videotape notes the need to build a relationship with a child by interacting at times other than when the child is misbehaving. It also explores a technique for building a relationship: acknowledgment, of a child's positive behavior and of the child's feelings and emotions. The practice video, also 25 minutes, presents 3 interactive exercises intended to help teachers shift their focus from one of teaching a curriculum to one of building relationships. The exercises cover: (1) what the message is, exploring how children feel when not acknowledged or when their feelings are not validated; (2) steps for acknowledging what a child is doing, such as describing what we notice and using face, voice, and gestures to indicate interest and enthusiasm; and (3) steps for acknowledging what children feel, such as describing the feelings the child is manifesting, and showing empathy and concern. Print materials in the multi-media kit include a facilitator's guide with before-viewing questions and after-viewing discussion questions and a viewer's guide with worksheets for each of the three exercises in the practice video. (HTH)

ED 460 755 PS 026 344

Understanding Difficult Behavior: Why Does He Do That? Reframing Discipline, Unit 3. Teaching Video, Practice Video, Facilitator's Guide, and Viewer's Guide .
PUB DATE- 97
NOTE- 0p.; For units 1 and 2, see PS 026 342-343.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Affective Behavior; *Behavior Problems; *Change Strategies; Childhood Needs; Early Childhood Education; Kindergarten Children; *Preschool Children; Preschool Teachers; Teacher Attitudes; Teacher Response; Teacher Student Relationship; Videotape Recordings

The third of three interactive staff development units on

Education
IDENTIFIERS- Job Training for the Homeless Demonstration Prog

This document is a how-to guide to help employment and training agencies tailor their delivery systems to be more effective in training, placing, and retaining homeless individuals in gainful employment. The guide is written from the perspective of an employment and training agency and based largely on the experiences of 63 organizations from across the United States that provided comprehensive services for homeless individuals and their families under the Job Training for the Homeless Demonstration Program (JTHDP). Chapter 1 is an introduction that examines the problem of homelessness in the United States and a comprehensive model for providing services needed to break the cycle of homelessness. Chapters 2-5 discuss the following topics: initial services (recruitment, intake, assessment, case management); the road to self-supporting employment (basic skills training, occupational skills training); services to help clients get and keep a job (job search, development, and placement services and postplacement services); and the final ingredients in maintaining employment (housing services, other support services). Chapters 2-5 focus on the challenges of and strategies for providing the services discussed. Appended are the following: overview of the Job Training for the Homeless Demonstration Program; materials from a JTHDP job search workshop; and example JTHDP housing assistance plan. (MN)

ED 460 258 CE 076 899

Agricultural Education. Missouri's Show-Me Standards and Vocational Education Competencies. Cross Reference. Main Report and Mini Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 1568p.
LANGUAGE- English
EDRS Price- MF13 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Academic Education; Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Machinery; Animal Husbandry; Articulation (Education); Basic Skills; Behavioral Objectives; Communication Skills; Competence; *Competency Based Education; Fine Arts; Food; Forestry; Health Education; High Schools; Horticulture; *Integrated Curriculum; Marketing; Mathematics Skills; Physical Education; Science Curriculum; Secondary Education; Social Studies; *State Standards; Statewide Planning; Teaching Guides; *Vocational Education
IDENTIFIERS- Missouri

These two documents deal with the relationship between Missouri's Show-Me Standards (the standards defining what all Missouri students should know upon graduation from high school) with the vocational competencies taught in secondary-level agricultural education courses. The first document, which is a database documenting the common ground that has existed for years between the academic skills and vocational competencies in the area of agricultural education, is in the form of a three-column table in which duty band and task statements in the following areas of agricultural education are cross-referenced to academic knowledge (content) and performance (goal) statements: advanced crop production; agricultural construction; agricultural machinery; agricultural management of projects and programs providing training in technical or business skills. Impact of training was measured against these four indicators: income, access to and control of resources, status, and quality of life. The study examined the training process to find out in what specific ways training helped women to improve and expand their micro-enterprises. The sample in each country consisted of two groups: women about to undergo training (focus of the study) and women who had already received training; 74 women participated. The study showed poor women needed training to develop skills and self-confidence to allow them to operate and survive in the informal sector; access to credit is important but not sufficient for the poorest women; the impact of training and increased income varied in strength but could be negative as well as positive; well-designed and well-delivered training could lead to increased income that could lead to improved self-esteem and status in the household and community; effectively delivered training developed enhanced survival strategies in women; training provided to groups in a participatory model was an empowering and liberating experience for women; and training in generic business skills was more effective than training in technical skills. (Appendixes include 61 references.) (YLB)

ED 460 277 CE 082 641

Goldberg, Michelle P.; Corson, David
Immigrant and Aboriginal First Languages as Prior Learning Qualifications for Formal Employment in the Business, Government and Education Sectors. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Conference of New Approaches to Lifelong Learning (3rd, Toronto, Ontario, Canada, February 19-20, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Boards of Education; Canada Natives; Colleges; *Employer Attitudes; Employment Practices; *Employment Qualifications; Evaluation Methods; Federal Government; Foreign Countries; Immigrants; Indigenous Populations; *Language Attitudes; Language Minorities; Language Proficiency; Literature Reviews; *Native Speakers; Postsecondary Education; Prior Learning; Private Sector; Psychiatric Hospitals; Public Sector; Recruitment; Secondary Education; State Agencies; Universities
IDENTIFIERS- *Ontario

The extent to which Canadian employers recognize the informally acquired first languages of immigrants and aboriginal persons as prior learning qualifications for formal employment in the business, government, and education sectors was examined through a survey of organizations across Ontario. Personalized questionnaires were mailed to a sample of 140 Ontario organizations, as follows: 32 businesses (half randomly selected and half purposively selected); 71 colleges, universities, and school boards; and 37 municipal, provincial, and federal government agencies and psychiatric hospitals. Of the 140 questionnaires mailed out, 79 (56.4%) were returned. Although 88.6% of the organizations indicated that they would benefit from employing staff fluent in languages in addition to English or French, only 30.4% were actually actively recruiting

DESCRIPTORS- Academic Education; Advisory Committees; *Apprenticeships; Career Development; Comparative Analysis; Competency Based Education; Cooperative Education; Cooperative Planning; Delivery Systems; *Education Work Relationship; Employment Patterns; Enrollment Trends; Integrated Curriculum; Job Training; Mentors; Models; *Outcomes of Education; Part Time Employment; *Printing; *Program Effectiveness; Program Evaluation; School Business Relationship; *State Programs; Statewide Planning; Technical Institutes; Transitional Programs; Two Year Colleges; Vocational Education; Youth Programs
IDENTIFIERS- Impact Studies; *Wisconsin

Wisconsin's Youth Apprenticeship Program in printing (YAP) features the following elements: competency-based curriculum and assessment systems; 2-year, part-time paid training and work experiences at one or more printing companies; work-based mentoring; technical college instruction in printing technology and some academic courses; integrated academic and vocational instruction; and collaborative school and industry oversight. The YAP was subjected to a 2-year evaluation of its short- and long-term effects. The evaluation compared the experiences of the following groups at five YAP sites: all graduating YAP seniors; all printing co-op seniors; all seniors who had been or were currently enrolled in at least one printing-related course; and students in one subject class who were not enrolled in a college preparation or vocational program. The following were among the data collection activities conducted: interviews with samples of students, graduates, employers, principals, and program coordinators; reviews of student records; and site visits. Compared with their peers, YAP graduates had maintained lower rates of absenteeism while in school and were more likely to show a strong interest in the printing industry and long-term career plans and more likely to have concrete long-term educational plans. The YAP also provided multiple benefits for participating schools and employers. (Forty-nine tables/figures are included. Four supplementary tables are appended.) (MN)

ED 460 295   CE 082 785

School-to-Career Initiative Demonstrates Significant Impact on Young People.
PUB DATE- 98
NOTE- 6p.; This study of ProTech was conducted by the Boston Private Industry Council with assistance from Jobs for the Future and the Boston Public Schools.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Blacks; *Education Work Relationship; *Educational Attainment; *Employment Patterns; Enrollment Trends; Grade 11; Grade 12; Graduate Surveys; High Schools; Internship Programs; Occupational Clusters; *Outcomes of Education; *Partnerships in Education; Performance Factors; Postsecondary Education; Program Effectiveness; Salary Wage Differentials; School Business Relationship; School Community Relationship; Success; Trend Analysis; *Vocational Education; Work Experience Programs
IDENTIFIERS- African Americans; *Boston Public Schools MA; Impact Studies; Private Industry Councils

ProTech is the Boston Public Schools' longest-standing and most developed school-to-career (STC) initiative. It is a collaboration of the Boston Public Schools, 75 employers, and the Boston Private Industry Council. ProTech combines rigorous academic instruction, a sequence of worksite learning

IDENTIFIERS- *Child Abuse Survivors; Dissociative Identity Disorder; Munchausen Syndrome by Proxy; *Sexual Abuse Survivors

This book is a research-based resource for professionals treating women who are sexually abused by female perpetrators, mainly mothers and grandmothers. The book first focuses on the female perpetrator, defines the treatments that have proven successful, and provides an overview of the available literature. Also addressed are the myths and realities of childhood sexual abuse. Then, results from communication with 80 adult women survivors, whose journals, poems, and artwork are collated with the healing methods the women themselves find as either helpful or counterproductive, are presented. Outlines intentions and procedures for verbal and nonverbal treatment methods such as art, poetry, and writing that prove effective in practice. Appendix A is the release form sent to participants; Appendix B is the questionnaire; Appendix C is a summary of the data; Appendix D is a list of organizations, publishers, and journals geared to help abused women. An index is included. (Each chapter provides references; a concluding bibliography contains 14 references.) (MKA)

ED 460 313 CG 029 184

Emmons, Stuart; Geiser, Craig; Kaplan, Kalman J.; Harrow, Martin
Living with Schizophrenia. Psychological Disorders Series, Book 2.
PUB DATE- 97
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art Therapy; Case Studies; Coping; Mental Disorders; Mental Health; Personal Narratives; *Poetry; *Psychotherapy; *Schizophrenia; *Therapists

Co-written by two individuals with schizophrenia and two psychotherapists who have worked professionally with people experiencing schizophrenia, this book gives first-hand insight into the process and effects of the disease. The patients provide an introduction to the book that includes a list of questions, with their answers, that were asked of them in a psychology class. The patients provide a personal narrative describing their experiences and examples of their use of creativity to help them cope with their disease, namely poetry for one and artwork for the other. The psychotherapists intersperse the introduction and the narratives, and creative examples with comments illuminating the meaning and psychological significance of the information are presented. The therapists also offer a summary concerning each patient. (Contains 26 references.) (Author/MKA)

ED 460 314 CG 029 192

Carlson, Jon, Ed.; Slavik, Steven, Ed.
Techniques in Adlerian Psychology.
PUB DATE- 97
NOTE- 502p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Behavior; Children; *Counseling Techniques; Family Counseling; *Individual Psychology; Objectives
IDENTIFIERS- *Adlerian Psychology; Couple Therapy

This book is a collection of classic and recent papers (published employ to stop substance abuse in students. Appendixes include: Survey Descriptions; Safe, Disciplined and Drug-Free Schools Expert Panel: Exemplary Programs 2001; and Safe, Disciplined and Drug-Free Schools Expert Panel: Promising Programs 2001. (Contains 3 appendixes, 1 table, 14 figures, and 329 references.) (JDM)

ED 460 334 CG 031 490

CASASTART Field Guide: A Proven Youth Development Strategy That Prevents Substance Abuse and Builds Communities.
PUB DATE- 01
NOTE- 91p.; Written, designed, and produced by Amy Sutnick Plotch Communications, Anastasia Higginbotham, and High Noon Graphics. Cover page title: "CASASTART: A Proven Youth Development Strategy that Prevents Substance Abuse and Builds Communities."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; At Risk Persons; Community Programs; Cooperation; Financial Support; High Risk Students; Illegal Drug Use; Parent Influence; Parent Role; Program Development; *Program Implementation; Resilience (Personality); *Substance Abuse

The CASASTART Field Guide is the result of 9 years of research, experience, and evaluation in cities where the program has enhanced the capacity of communities to serve high-risk youth through formal partnerships that reduce their use of drugs and alcohol and promote their positive development. The Field Guide is a practical "how to" manual on implementing this program in the community. The manual provides clear and concise instructions on how to build a successful collaboration; develop trusting relationships with youth and their families; deliver the eight service components of CASASTART to every participant; and obtain funding and recognition to sustain your program. Appendixes include: Fund Development Web sites and Current and Former CASASTART Funding Sources. (Contains 11 references.) (ADT)

ED 460 335 CG 031 493

Hinkelman, Jeanne M.; Luzzo, Darrell Anthony
Mental Health and Career Development of College Students.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Career Choice; Career Guidance; *College Students; *Counseling Services; Depression (Psychology); Higher Education; *Mental Health; Stress Variables; *Student Needs; Student Personnel Services

Mental health and career development have the potential to affec each other reciprocally, yet very little has been written about the combined effect of mental health and career development of college students. College students seeking services in college career and counseling centers often present both types of issues simultaneously or both become apparent while counselors communicator, self-directed learner, productive group participant, and responsible citizen, this legislation outlines the graduation standards in Written Composition that Minnesota public schools must require for a high school diploma for all students who enter ninth grade in 1997 or a subsequent year. Listing three definitions, it then presents statewide graduation standards for Written Composition. It gives general guidelines for score scale points and it gives statewide standards in basic requirements for testing. It discusses alternative tests for written composition, school district responsibilities, test of written composition for limited English proficient students, and passing scores for state tests of written composition. (SC)

ED 460 360 CS 013 605

Schifini, Alfredo
Reading Instruction for Older Struggling Readers. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Diversity (Student); Intermediate Grades; *Literacy; *Reading Difficulties; *Reading Instruction; *Reading Motivation; Secondary Education; Student Needs; *Teacher Role
IDENTIFIERS- Reading Uses; Research Suggestions

As students progress through the grade levels, the demands of academically rigorous subject matter combined with greater dependence on informational text make it imperative for students to attain age-appropriate reading skills, yet a visible number of less proficient readers is appearing in grades 4 through 8. Teachers can help these students by providing high-interest, relevant sources of print to serve as a point of departure for oral discussion. Teachers must also address student attitudes and motivation. Inclusion in both social and oral literacy events is critically important. In the upper grades, most children need direct instruction in reasoning and responding to text. Literature studies can be a motivational and efficient way to build independence in reading. Chapter books that reflect the learner's world will spark interest. Whatever the context, older struggling readers must have a wide range of opportunities to read. Extensive professional development and research to expand empirical evidence about appropriate instructional approaches for high-risk students groups is also recommended. (NKA)

ED 460 361 CS 215 208

Sylvester, Allen; Essex, Christopher
A Collaborative Writing Project Using the Worldwide Web.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Distance Education; Gifted; Junior High Schools; Program Descriptions; Rural Education; *Story Telling; *World

made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending technical information from documents or electronic media and writing for a variety of academic and technical purposes. It begins with reference to the particular content standard addressed in the package, the educational level of the package (middle school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) read, summarize, analyze, and critique the directions for several laboratory experiments; (2) apply directions, implement laboratory experiments, and analyze the directions for those experiments; and (3) write directions for laboratory experiments. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 384 CS 216 748

Wolves--Fact and Fiction: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 96
NOTE- 23p.; Standard Code: Read, View, Listen P.1; Topic: Read, View, Listen--Wolves, Fact or Fiction; Level: Partial.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; Comparative Analysis; *Oral Reading; Performance Based Assessment; Primary Education; *Reading Comprehension; *State Standards; Student Evaluation; Visual Aids; Writing Exercises; *Writing Instruction
IDENTIFIERS- *Minnesota Graduation Standards; Retelling; *Wolves

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, these performance packages are made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending literal meaning in reading, viewing and listening selections. The first package begins with reference to the particular content standard addressed in the package, the educational level of the package (primary), and a summary statement of the content standard. It then describes the task associated with the student performances: read a selected story (concerning wolves) orally and then create a written retelling of the same story. A second, closely related performance package on wolves presents the following tasks: (1) read, view, or listen to factual and fictional accounts on a topic such as wolves, and complete a Know, Question, Learn chart; (2) compare and contrast stories from different cultures on the same topic; and (3) predict and write a story ending based on either factual of fictional knowledge on a topic such as wolves. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the packages. (RS)

ED 460 385 CS 216 749

What's the Story? Example Performance Package, Minnesota Profile of Learning.

oral presentation explaining the answers to the questions. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 406 CS 510 080

Public Speaking: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 20p.; Content Standard: Write and Speak: Public Speaking; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Audience Analysis; *Audience Awareness; Class Activities; *Communication Skills; High Schools; Performance Based Assessment; Persuasive Discourse; *Public Speaking; *Speeches; *State Standards; Student Evaluation

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to constructing and delivering speeches in the English language for a variety of purposes and audiences. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the task associated with the student performances: construct and deliver three public speaking presentations--each presentation must be developed for a different purpose and audience. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for the task enumerated in the package. (RS)

ED 460 407 CS 510 081

Video Portrait: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97
NOTE- 26p.; Content Standard: Arts: Arts Creation & Performance; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; *Documentaries; *Film Production; High Schools; Performance Based Assessment; *State Standards; Student Evaluation; *Videotape Recordings
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge unexamined beliefs that have often made it easier to make decisions in the past. The following chapters are included: (1) "This Is Now; Then Is Then" (Robert R. Spillane and Paul Regnier); (2) "The Main Thing--Academic Learning" (Denis P. Doyle); (3) "The Other Things" (Louis Grumet); (4) "Research and Innovation: Let the Buyer Beware" (J. E. Stone and Andrea D. Clements); (5) "The Sine Qua Non--Budgeting and Personnel" (Rosemarie v. Rosen); (6) "Nuts and Bolts" (Gioia Caiola Forman); (7) "People are Everything" (Marlene C. Holayter); (8) "The Community--You Work for Them and They Pay the Bills" (Robert R. Spillane and Paul Regnier); (9) "School Boards--Partners in Policy" (Jacqueline P. Danzberger); (10) "Communications: Illusions and Realities" (Dolores Boylston Bohen); (11) "Hardware, Software, Vaporware, and Wetware" (Michael S. Radlick); and (12) "Issues for the Futures" (Robert R. Spillane and Paul Regnier). (An index is included.) (RJM)

ED 460 427 EA 029 656

Sewall, Angela M.; Witcher, Ann E.
The More We Change....
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Education Law Association (Charleston, SC, November 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; *Court Litigation; Elementary Secondary Education; *Equal Education; Federal Courts; Racial Discrimination; Racial Integration; Racially Balanced Schools; *School Desegregation

This report provides an overview of the struggle to desegregate schools in the United States. It describes the two phases of desegregation, focusing on court decisions that influenced desegregation and how these decisions changed the composition of the schools. It opens with the 1849 decision that asserted that desegregation was for the good of both races, and then quickly traces the progression to "Plessy v. Ferguson" (1896), which established that separate but equal met the requirements of the Fourteenth Amendment. The report outlines events leading up to the "Brown" decision and the court order that desegregation efforts were to be approached with all deliberate speed. Following the "Brown" case, questions arose over de jure and de facto segregation and the issue of freedom of choice. Much of this debate culminated in the landmark case "Swann v. Charlotte-Mecklenberg Board of Education," which reaffirmed the fact that district courts have broad powers to fashion remedies in desegregation cases and may use experts for the development of desegregation plans, such as racial quotas, one-race schools, and transportation. During the 1970s, freedom-of-choice debates arose with pressing frequency, particularly as concerns judicial power. The 1980s witnessed a loosening of court jurisdiction and a return to the concept of neighborhood schools. (Contains 35 endnotes.) (RJM)

ED 460 428 EA 029 699

Waters, Gisele A.; Ares, Nancy
Voices of Power, Equity, and Justice in the Evaluation of Education Reform.
PUB DATE- 98

paper includes references.) (CR)

ED 460 445 EC 306 606

Levine, Karen
Pervasive Developmental Disorders: PDD-NOS, Asperger's Disorder and Autism. Parent Information Booklet.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asperger Syndrome; Asperger Syndrome; *Autism; Behavior Problems; Children; *Clinical Diagnosis; Communication Skills; Drug Therapy; *Educational Environment; Elementary Secondary Education; *Etiology; Heredity; Intervention; Outcomes of Treatment; Social Development; Special Health Problems; Student Characteristics; *Symptoms (Individual Disorders)
IDENTIFIERS- Rett Syndrome

This information booklet is designed for parents who have a child who has been diagnosed with Pervasive Developmental Disorder (PDD) or Asperger's Disorder. It provides information on: (1) the definition of PDD; (2) the five subtypes of PDD, including PDD "not otherwise specified," Asperger's disorder, autistic disorder, childhood disintegrative disorder, and Rett's disorder; (3) general characteristics of children with PDD; (4) the causes of PDD; (5) medical problems of children with PDD or autism, including sensitivity to sound, mild motor problems, sensitivity to certain kinds of touch, and seizures; (6) the unique nature of children with PDD or autism; (7) clinical diagnosis; (8) mental retardation and PDD or autism; (9) heredity of PDD; (10) communication skills of children with PDD or autism; (11) recovery of children with PDD; (12) problem behaviors; (13) choosing the best type of intervention or schools and characteristics of good programs, including structured schedules, fewer children per teacher, emphasis on social and communication development, use of play to promote social and communication development, and use of positive behavior management techniques; (14) drug therapy; and (15) and evaluating new treatments. Information on parent organizations for parents of children with PDD or autism are provided. (CR)

ED 460 446 EC 306 609

Gold, Martine; Marrone, Joe
Mass Bay Employment Services (A Service of Bay Cove Human Services, Inc.): A Story of Leadership, Vision, and Action Resulting in Employment for People with Mental Illness.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 5p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Change Strategies; Community Programs; Economic Factors; *Employment Services; Job Placement; *Leadership Qualities; Marketing; *Mental Disorders; *Organizational Change; Resistance to Change; *Vocational Rehabilitation

Approach; Teamwork
IDENTIFIERS- Case Management

This fact sheet explains the concept of "systems of care" in meeting the mental health needs of children and adolescents with behavioral, emotional, or mental health problems. Community-based systems of care provide a coordinated range of mental health and related services and supports. Teams representing public and private organizations work together to plan and implement a tailored set of services for each individual child's physical, emotional, social, educational, and family needs. Services represented may include mental health, health, education, child welfare, juvenile justice, vocational counseling, recreation, substance abuse, etc. In addition, "cultural competence" is a goal in systems of care. Culturally competent caregivers are aware of the effect of their own culture on their relationships with consumers and know about and respect cultural and ethnic differences. The paper stresses the role of the case manager in coordinating the system of care. Evidence is cited that effective systems of care reduce residential treatment placements, improve children's behavior and emotional well-being, improve school performance, and reduce law violations. (DB)

ED 460 465 EC 306 748

Assistive Technology Devices and Services for Students with Special Needs. Technical Assistance Guide.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Compliance (Legal); Educational Legislation; *Educational Technology; Elementary Secondary Education; Eligibility; Federal Legislation; Federal Regulation; Financial Support; Guidelines; *Individualized Education Programs; School Districts; *Special Needs Students
IDENTIFIERS- Individuals with Disabilities Education Act; Massachusetts; Technology Related Assistance Individ Disabil Act

This guide is intended to provide information to Massachusetts school districts and families regarding the availability of, access to, and payment mechanisms for assistive technology devices and services. The first section answers 13 questions concerning topics such as the difference between an assistive technology device and an assistive technology service; responsibilities of the school district in delivery of assistive technology devices and/or services; and responsibility for evaluating a student for an assistive technology device or service. The second section provides guidelines for including assistive technology in the individualized educational plan. Guidelines address student evaluation, responsibilities of the evaluation team, school district funding obligations, and use of insurance for funding assistive technology devices or services. The third section summarizes regulatory requirements under the Technology-Related Assistance for Individuals with Disabilities Act, and Parts B and H of the Individuals with Disabilities Education Act. An appendix lists potential funding sources for assistive technology. (DB) front-line workers (usually teachers and child care workers) who work with the child. Each community "hub" offers a continuum of treatment alternatives including residential treatment, a day treatment site, a cooperative relationship with the public schools, and a network of consultants and providers whose services are coordinated by the "generalist." (DB)

ED 460 484 EC 306 860

Hernandez, Mario; Hodges, Sharon; Rouse, Lawrence; Meadowcroft, Pamela
The Ecology of Outcomes: Successful Approaches to Building Outcome Accountability. Symposium.
PUB DATE- 96
NOTE- 19p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Figure is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Adolescents; *Behavior Disorders; Children; *Emotional Disturbances; Formative Evaluation; Medical Care Evaluation; *Mental Health Programs; Models; *Outcomes of Treatment; Program Development

During a symposium, three presentations described initiatives that exemplify the principles and components of the Ecology of Outcomes. Emphasis is on accountability for achieving measurable outcomes and use of outcome information in program planning and development. Summaries of individual papers are: (1) "The Ecology of Outcomes: System Accountability in Children's Mental Health" (Mario Hernandez and Sharon Hodges), which offers a framework for utilizing outcome information and identifies essential principles, prerequisites, building blocks, and information components; (2) "The Development of a Continuous Evaluation System for the Texas Children's Mental Health Plan: Building an Evaluation-Stakeholder Feedback Loop" (Lawrence W. Rouse), which describes the use of outcome information in the interactions between evaluators and stakeholders in one program; and (3) "SumOne for Kids: Measuring and Improving Results in Services for Children and Families" (Pamela Meadowcroft), which identifies lessons learned in the development of this Pennsylvania program. (The first presentation contains 10 references.) (DB)

ED 460 485 EC 306 861

Hodges, Sharon; Hernandez, Mario
Building Outcome Accountability in Children's Mental Health: Interviews with Center for Mental Health Services Grantees.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Figure is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Adolescents; Agencies; Children; Delivery Systems; *Emotional Disturbances; Evaluation Methods; *Formative Evaluation; Grants; Health Services; *Information

effectiveness of the program. The HBCI program provides short-term intensive in-home services to families with children who are at-risk of out-of-home placements. The intervention focuses on family strengths and needs using a multifaceted approach including skills building, counseling, and the provision of concrete services. The program effectiveness study included 221 children (ages 5-17) experiencing a psychiatric crisis that required immediate intensive intervention, hospitalization, or placement in another restrictive setting. Results indicate 63 percent of the families were Hispanic and 26 percent were African American. Eighty percent of the families had annual incomes of less than $20,000. Only 20 percent of the primary caretakers were employed. Seventy-two percent of the caretakers were single parents, and 55 percent of the caregivers had completed high school. The average age of enrolled children was about 11.5 years. Disruptive behavior and adjustment disorder diagnoses were the most common. After treatment, significant gains were found in cohesion and adaptability from intake to discharge. (CR)

ED 460 504 EC 306 880

Boothroyd, Roger A.; Kuppinger, Anne D.; Evans, Mary E.
Addressing Children's Exposure to Violence in a Short-Term Crisis Intervention Program.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Case Studies; Children; Counselor Training; Counselors; *Crisis Intervention; *Emotional Disturbances; *Family Environment; Home Programs; Hospitalized Children; Intervention; Mental Disorders; *Mental Health Programs; Participant Characteristics; *Prevention; Psychiatric Services; *Violence
IDENTIFIERS- New York

This paper describes the Home-Based Crisis Intervention (HBCI) program in New York and the effects that exposure to violence had on 36 participating children (ages 5-18), the training counselors received on violence issues, and strategies used as a result of efforts to address the effect of violence. The HBCI program provides short-term intensive in-home services to families with children who are at-risk of out-of-home placements. The intervention focuses on family strengths and needs, using a multifaceted approach that includes skills building, counseling, and the provision of concrete services. Of the 36 children, 87 percent reported witnessing someone being beaten up, 26 percent knew someone who was robbed, 23 percent knew someone who had been stabbed, and 31 percent knew someone who was shot at. Twenty-nine percent felt unsafe at school and 19 percent felt unsafe at home. Interventions included conducting a safety analysis of the home, implementing plans to reduce risks of dangers, promotion of future-oriented activities, and promotion of family activities. A case study is presented demonstrating how violence was interwoven in the life of one child. (CR)

ED 460 505 EC 306 881

NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chronic Illness; Coping; *Educational Environment; Elementary Education; Integrated Services; Intervention; *Mental Health Programs; *Social Support Groups; Stress Management; *Student Attitudes; *Student Participation

This paper discusses the results of a study that investigated the effectiveness of a mental health intervention program implemented within the school environment. The "Self-Management Intervention Program for School-Age Children with Chronic Health Conditions and Their Parents" focused on the promotion of self-regulatory and stress management skills to enhance coping with a chronic health condition. The program was carried out immediately after school hours and involved three components: (1) 12 child group sessions; (2) three parent group sessions; and (3) 1-2 home visits. The study sample consisted of 65 children (ages 7-14) with a chronic health condition of six months or longer duration and identified by the school nurse as having difficulty coping with the stresses associated with the health condition. Interviews with the children and parents consistently confirmed that the convenient location of the program and lack of stigma associated with the school program setting contributed to the success in recruitment and the nearly 100 percent attendance rate. Children were more responsive to teachers' and counselors' encouragement to enroll in the program because its setting was school based. (CR)

ED 460 524 EC 306 900

Struchen, Wendy L.; Hall, Judy
The Elementary Mental Health Operations Evaluation.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Behavior Problems; Case Studies; Coping; Counseling; Educational Environment; Elementary Education; *Emotional Disturbances; *Family Involvement; Inclusive Schools; *Integrated Services; Interviews; Mainstreaming; *Mental Health Programs; Program Effectiveness; Program Evaluation; Training

This paper discusses the results of a study that investigated the effectiveness of four Elementary Mental Health Operations (ELMHO) programs in Pinellas County, Florida. ELMHO programs were designed to provide school-based mental health services to children and their families to help elementary students with emotional disabilities learn to cope with their issues well enough to mainstream back into less restrictive academic settings. The programs addressed: (1) the child's behavioral problems and level of functioning through individual, group, and family counseling; (2) identified family programs through parent training and family counseling; and (3) consultation with teachers to help them develop problem solving strategies

Music
IDENTIFIERS- Great Britain; Royal National Institute for the Blind (England)

This booklet provides suggestions and techniques to promote and enhance the music education of British children who have visual impairments. The following issues are addressed: (1) recognizing early signs of interest; (2) choosing an instrument; (3) choosing a teacher; (4) getting started; (5) providing lessons; (6) practicing; (7) signs of progress; (8) instrument care; (9) non-Western and non-classical instruments; (10) access to repertoire; (11) playing by ear; (12) large print music; (13) braille music; (14) the voice; (15) aids to learning; (16) losing sight; (17) grade examinations; (18) ensembles; (19) linking into general music examinations; and (20) beyond formal education. Appendices include information on identifying a visual impairment and learning styles of students with visual impairments, teaching students who have visual impairments and have additional disabilities, and Royal National Institute for the Blind schools specifically run for students with visual impairments and additional disabilities. (Each chapter includes references.) (CR)

ED 460 544 EC 307 112

Johnson, Lynn; Sinnott, Jan
The Effect of Acupressure for Moderating Behavior of Attention-Deficit/Hyperactivity Disorder Adolescents.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; *Behavior Change; Behavior Problems; High Schools; *Hyperactivity; *Intervention; *Outcomes of Treatment
IDENTIFIERS- *Acupressure

This study examined the effects of an acupressure intervention with two adolescents previously diagnosed with attention deficit hyperactivity disorder (ADHD). An inventory based on standard criteria for diagnosing ADHD was completed by each student, their parents, case workers, and teachers both before and after the intervention. The intervention consisted of 4 1-hour acupressure sessions given to each participant over 3 to 4 weeks. For the male participant, all raters concurred that average ADHD behavior was reduced with teachers' ratings showing the greatest behavioral change. However, for the female participant, the pretest inventory did not indicate ADHD behavior and other data were incomplete. Results suggest that acupressure may be an intervention that could be used to improve ADHD behaviors. (DB)

ED 460 545 EC 307 122

Horton, Janet Little
Knowing When To Suggest an Assessment for Special Education.
PUB DATE- 99
NOTE- 17p.; Theme issue. Published bimonthly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Court Litigation; *Disabilities; Disability Identification; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Referral; *School Responsibility; *Special Education; *Student Evaluation

national standards for the preparation of special education teachers. Standards promulgated by the Council for Exceptional Children were to some degree incorporated into the special education licensure standards of 29 jurisdictions. The study found that a substantial majority of jurisdictions have adopted licensure structures that include a mixture of categorical and non-categorical licensure options; jurisdictions have continued to show a decided preference for expansive age/grade range levels of licensure in special education; licensure in early childhood special education is now common among jurisdictions; 90% of the jurisdictions now require, or soon will require, some preparation of general educators to teach students with disabilities; and jurisdictions have significantly increased requirements for the assessment of teacher candidates in the last two decades. Appendices include assessments and data tables. (Contains 40 references.) (CR)

ED 460 564 EF 005 052

Architectural Terms for Educational Planners.
PUB DATE- 97
NOTE- 29p.; Produced by WLC Architects.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Architectural Programming; Building Design; Decision Making; Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; School Buildings; School Construction; Vocabulary

This booklet is designed to facilitate open, clear communication between educational facility planners and the architects hired to oversee building design and construction. It provides a list of architectural, electrical, plumbing, and topographical symbols; a glossary of architectural terms; and a list of public agencies and relevant codes and regulations of which school planners ought to be aware. (CMD)

ED 460 565 EF 005 077

Illinois Educational Facilities Authority Annual Report for the Fiscal Year Ending June 30, 1996.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *Capital Outlay (For Fixed Assets); Educational Facilities; *Educational Finance; *Expenditures; *Higher Education; State Aid
IDENTIFIERS- *Illinois

The Illinois Educational Facilities Authority (IEFA) is a public instrumentality created to provide assistance to not-for-profit, private institutions of higher education. It does so by furnishing the means for such institutions to finance or refinance the construction or acquisition of educational facilities throughout the state. The 1996 annual report of the IEFA is presented here. The report provides information about the members of the authority, advisors to the authority, the

ED 460 589 EF 005 297

Conserving and Enhancing the Natural Environment: A Guide for Planning, Design, Construction, and Maintenance on New & Existing School Sites.
PUB DATE- 99
NOTE- 89p.; A joint project by the Maryland Department of Education' Division of Business Services, School Facilities Branch; and Division of Instruction and Staff Development, Arts and Sciences Branch.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Environment; Educational Facilities Design; *Educational Facilities Improvement; *Educational Improvement; Elementary Secondary Education; Guidelines; *Public Schools; School Location
IDENTIFIERS- Maryland

Natural environments on school sites provide considerable multidisciplinary educational opportunities, many of which are "hands-on" experiences that stimulate learning. This document presents guidelines on conserving and enhancing the natural environment on school sites. It provides guidance for developing the site requirements in education specifications and designs for new building construction and major renovation and/or addition projects for existing schools. Appendices address funding sources available to Maryland educators to support school site habitat projects; and Maryland organizations that can offer assistance such as the forestry service, soil conservation district offices; and a list of data about Maryland native plants. (Contains 55 references.) (GR)

ED 460 590 EF 005 298

Submittal Requirements for Review of Planning, Bidding and Construction Documents for Georgia Public Schools.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bids; Educational Facilities Planning; Elementary Secondary Education; Guidelines; *Program Proposals; *Proposal Writing; *Public Schools; *School Construction; State Regulation
IDENTIFIERS- *Georgia

The Georgia Department of Education has developed submittal requirements for planning and construction of educational facilities that cover such areas as project funding sources, copies required, and format; site plan; floor plans; elevations and sections; and heating, air conditioning, and ventilation requirements. Requirements also focus on special areas within the school building such as media centers, kitchens, art, music, and vocational education; and what is to be included in graphical presentations on plans. (GR)

ED 460 591 EF 005 304

juridiques et politiques qui s'imposent aux lois linguistiques du Quebec, province canadienne ou pays souverain" ("Legal and Political Constraints on Linguistic Laws in Quebec, Canadian Province or Sovereign Country") by Jose Woehrling; "Le role du linguiste dans la societe moderne" ("The Linguist's Role in Moderne Society") by Richard Patry; "Du confort et l'indifference a l'effort et la difference" ("From Comfort and Indifference to Effort and Difference" by Julie Laberge); "Le role du linguiste dans la societe: Une question de choix" ("The Linguist's Role in Society: A Question of Choice" by Diane Vincent); "A propos de l'arrimage entre le dictionnaire et la neobienseance" ("The Dictionary and Political Correctness") by Jean-Claude Boulanger; "Un nouveau dictionnaire et un dictionnaire nouveau" ("A 'New' Dictionary and a New Dictionary") by Pierre Martel and Helene Cajolet-Laganiere; "Lexicographie institutionnelle et valorisation du francais au Quebec" ("Institutional Lexicography and Valuation of French in Quebec") by Claude Poirier; "Le dictionnaire bilingue: concretisation de la realite quebecoise" ("The Bilingual Dictionary: Concretization of the Quebec Reality") by Roda Roberts. (MSE)

ED 460 615 FL 025 407

Hu, Xue-mei
Performance Report for Project CLASS (Chinese Language Achievement through Sequential Study) 1997.
PUB DATE- 98
NOTE- 23p.; For the "1998 Report", see FL 025 408.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Enrollment Rate; Federal Programs; *FLES; *Mandarin Chinese; Program Descriptions; Program Effectiveness; Program Evaluation; *Second Language Programs; *Second Languages
IDENTIFIERS- Hawaii

Project CLASS (Chinese Language Achievement through Sequential Study), a federally-funded program, introduced the study of Chinese language and culture at Queen Ka'ahumanu Elementary School (Hawaii), forming the foundation of an instructional program to be continued through middle and high school, to meet state foreign language standards. It was designed to serve 90 students over a three-year period through daily after-school classes. The first year's program performance is reported here. Applications for initial enrollment were much greater than anticipated, and participants were chosen randomly. Language instruction and cultural enrichment activities were provided to stimulate listening and speaking skills, with introduction of pictographs after the eight weeks. Formative and summative student assessment is accomplished through criterion-based language skills testing, individual and group work, and portfolio. A curriculum model for elementary school Chinese instruction was also developed. Analysis of first-year activities and results indicates that the program is on track for meeting its mission of establishing an innovative and replicable program model. Effects of a budgetary delay are also assessed, and detailed program budget information is provided. (MSE)

ED 460 616 FL 025 408

Hu, Xue-mei

November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Cognitive Processes; *English (Second Language); Foreign Countries; Institutional Environment; *Interaction; *Language Usage; *Maritime Education; Second Language Instruction; Second Language Learning; Teacher Behavior

This paper examines the ways that intentions are formed in classroom interaction. The setting is an English lesson at a maritime institute, and the topic is the grounding of a freighter. The formation of intentions is seen as an interaction phenomenon. A systematic approach is adapted on mental phenomena. In this approach psychological phenomena, including language use and intentionally, are seen as resulting from the interplay between man and his environment. The emergence of intentions on different levels of this interplay are explored. The levels range from face-to-face interaction to the interaction between the individual and the social structure. The impact of institutionalize in teacher behavior is emphasized, and the proposed frame of reference is illustrated by preliminary empirical findings. (Author/VWL)

ED 460 636 FL 025 608

Takala, Sauli
Language Testing: Recent Developments and Persistent Dilemmas.
PUB DATE- 98
NOTE- 13p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Assessment; *Communicative Competence (Languages); Comparative Analysis; *Evaluation Criteria; *Evaluation Methods; Interrater Reliability; *Language Tests; Second Language Learning; Test Items; Test Theory; *Testing

This paper discusses recent developments in language testing. It begins with a review of the traditional criteria that are applied to all measurement and outlines recent emphases that derive from the expanding range of stakeholders. Drawing on Alderson's seminal work, criteria are presented for evaluating communicative language tests. Developments in the authentic/alternative assessment movement are briefly reviewed, and the merits and limitations of traditional and alternative assessment are compared and contrasted. Some persistent problems in language testing are discussed: methods, effect, classification errors, rater agreement, problems of the local independence of items, and a cavalier attitude towards the error of measurement. The paper concludes with an optimistic tone: new developments in test theory promise better answers to the perennial problems. (Author/VWL)

ED 460 637 FL 025 609

Tarnanen, Mirja

are associated emerged and how they were sustained. Findings show that the impetus for development of the center came from faculty, administrators, and external funders, and not from students or practitioners. The centers became more comprehensive over time, more inclusive of activities, topics, and societal demands. The relationships between the centers and their communities tended to focus on information dissemination rather than co-learning. The builders were, to some extent, practitioners. The four factors that emerged as critical in the long-term viability of the centers were: funding, faculty involvement, university leadership support, and the visibility of the field. The builders relied on relationship strategies to navigate the challenges of developing and sustaining their centers. Builders were purposeful about constructing networks and collaboration. (SLD)

ED 460 657 HE 034 559

Camino, Linda; Heidrich, Katheryn W.
Voices of Wisdom: Knowledge and Experience from Practitioner-Academic Teams in the Building Bridges Initiative.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Research on Nonprofit Organizations and Voluntary Action (29th, New Orleans, LA, November 16-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Departments; *Educational History; Futures (of Society); Higher Education; *Nonprofit Organizations; Philanthropic Foundations; Private Financial Support; Program Development; *Teamwork

In 1997, the W. K. Kellogg Foundation launched an initiative titled "Building Bridges between Practice and Knowledge in Nonprofit Management Education," which aimed to improve the practice of and build the knowledge base for nonprofit management education. This study was designed to examine dimensions of practitioner-academic partnerships as expressed in the key leadership teams of the Building Bridges projects. In the 19 U.S. projects, 71 people participate on project teams. Fifty-five of these team members responded to the study, with the bulk of the research conducted through extended telephone interviews. The analysis strategy was an ethnographic, extended case method. Findings show that the composition of the Bridges project leadership teams resulted from guidelines from the Kellogg Foundation and local circumstances. Teams were well-grounded in academic faculty membership in both tenured and adjunct positions. Teams also had a significant number of individuals who staff academic centers or programs that were focused on nonprofit management, volunteerism, and philanthropy. Many team members had experience in the field and identified themselves as practitioners, and many held academic degrees. More than two-thirds were employed as academics, but many had substantial teaching experience. The report identifies six conditions that facilitate successful teams: (1) team members perceive a good reason to work together; (2) team members are previously acquainted with one another; (3) teams are supported by formal structures; (4) team members respect each other and are willing to share authority and power; (5) practitioners and academics have experience in each other's domains; and (6) practitioners and academics bring complementary strengths to the endeavor.

Telecommunications Act of 1996; the Universal Service program and increased telephone service charges; opposition to the E-Rate; resources on the Department of Education's Web site; and the need for teachers to be technologically literate. (AEF)

ED 460 676 IR 019 124

Linden, Julie
The Loneliness of the Long-Distance Learner? Perspectives on the Creation of Community within Syracuse University's Master of Library Science-Independent Study Degree Program.
PUB DATE- 98
NOTE- 11p.; Paper presented at the EDUCOM '98 Conference (Orlando, FL, October 13-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Community; Computer Mediated Communication; *Distance Education; *Graduate Students; *Group Dynamics; Group Experience; Group Unity; Higher Education; Independent Study; Interviews; *Library Education; Library Science; Listservs; *Masters Programs; Student Attitudes; Student Surveys
IDENTIFIERS- *Syracuse University NY

This paper presents a case study focusing on community among students in a distance learning program, the Syracuse University (New York) Master of Library Science-Independent Study Degree Program (MLS-ISDP). During July 1998, the researcher conducted interviews with Syracuse University faculty and staff involved in developing and administering the program. MLS-ISDP participants were contacted via the MLS-ISDP listserv, which includes current students and alumni; 15 students from 1993-1998 cohorts participated. Results indicated that MLS-ISDP students felt a strong sense of community, although their cohorts were distributed across as many as 21 states and countries. Topics discussed include a program description and key terms; MLS-ISDP demographics; factors which foster and sustain community, such as "boot camp" (i.e., the initial 7-day residency), other required on-campus residencies, introductions and biographies, list of residence necessities, cohort directories, cohort photos, assigned "buddies" from previous cohorts, listservs, required class participation, group projects, and a suggestion for introducing new and returning students to each other; administrators' perspectives on the beginning of the program and changes over time, residencies, group identity and rivalry, and listservs; and students' perspectives on residencies, group identity, and rivalry. (DLS)

ED 460 677 IR 019 562

Lemke, Cheryl; Coughlin, Edward C.
Technology in American Schools: Seven Dimensions for Gauging Progress. A Policymaker's Guide.
PUB DATE- 98
NOTE- 101p.; The summary brochure "At a Glance" is appended.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Computer Uses in Education;

internal and external environments of the college; and (3) apply transactional change, addressing what modifications to the college's mission, delivery system, and internal structure are needed to engage the new challenges. Hagerstown Community College (Maryland) is proposed as a useful example of organizational transformation. Included are steps in the change management design and strategic implementations. (12 references) (AS)

ED 460 696 JC 990 006

Pezzoli, Jean A.; Johnson, Nancy; Lum, Kuulpo
Community Needs Assessment for Office Administration and Technology Program: Health Unit Coordinator.
PUB DATE- 98
NOTE- 29p.; Authors worked under auspices of Dean of Instruction, Liz d'Argy. Collaboration of the Maui Community College Office Administration Technology (OAT) Program and Nursing Division.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Curriculum Development; Employment; *Health Occupations; Health Services; Job Placement; *Job Skills; *Job Training; Labor Needs; Program Implementation; School Business Relationship; Surveys; Two Year Colleges
IDENTIFIERS- *University of Hawaii Maui Community College

In order to determine the potential employment demand and skills needed for health unit coordinators and other clerical workers in the medical field, Maui Community College (MCC) in Hawaii conducted a survey of 120 local health care providers in the spring semester of 1998. Forty respondents provided MCC with the following details: (1) 92 percent hired office workers; (2) office job titles in health care are diverse, but recent national certification efforts are focusing on the term "health unit coordinator"; (3) important skills for all positions include human relations and legal aspects of records, verbal communication, computer literacy, accurate typing and filing, basic math, and nurse aide care; (4) best training times are evenings, late afternoons and weekends; (5) 48 percent have a current policy for reimbursing employees for the cost of job-related education; and (6) suggested emphases for future MCC business courses include business machines, IBM-computer training, software training in WordPerfect and the Microsoft Office Suite, and alphabetic filing. Included are respondent comments. Appended is the survey instrument, a spreadsheet detailing survey recipients, and 4 tables illustrating skills important to health unit coordinators, medical assistants, ward clerks, and secretaries. (EMH)

ED 460 697 JC 990 020

Major, Howard T.; Levenburg, Nancy
Learner Success in Distance Education Environments: A Shared Responsibility.
PUB DATE- 99
NOTE- 19p.; In: "The Technology Source," January 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Distance Education; *Educational Technology; Higher Education; Instructional Effectiveness;

recommends that HESC recover a total of $30,316, plus applicable interest, from Taylor. (AS)

ED 460 716 JC 990 291

Leading Economic Development across Ontario: Achievements and Opportunities.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College Graduates; *Community Colleges; *Economic Development; *Educational Technology; Excellence in Education; Foreign Countries; Partnerships in Education; Professional Development; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

This paper has been developed by the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) to advance a strong college system that will continue to contribute to economic development in Ontario. Each year the colleges provide accessible quality career education and training in English and French to over one million adults. The paper first outlines the collective achievements of Ontario's community colleges, including: (1) 85% employment rates for graduates, with many programs reaching 100%; (2) business and education partnerships respected in over 200 Ontario communities and 74 countries around the world; (3) over 600,000 graduates since 1968; (4) program quality guaranteed through provincial program standards; (5) a student body representing over 50 cultures, 55% of whom receive financial aid and 10% of whom are qualified for special needs assistance; and (6) 33% more students served with 40% less government funding since 1990. The paper proceeds to provide a rationale for the investment and policy changes necessary for the colleges to continue to succeed in the 21st Century. Opportunities to enhance economic and social development include: strategic investment in physical infrastructure/learning technology, a fixed share funding formula, new enterprise models, the approval of applied degrees, and an improved human resource management model. (AS)

ED 460 717 JC 990 292

A New Charter for Ontario Colleges of Applied Arts and Technology of Ontario: A Discussion of Key Roles and Priorities.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Economic Development; *Educational Finance; Educational Objectives; Educational Planning; Financial Support; Foreign Countries; Governance; Grants; Legislation; Policy; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

This paper, developed by the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO), outlines the key elements necessary to establish a new charter that will take greater advantage of Ontario colleges' potential as significant contributors to the economy. The paper presents the rationale for a new charter, and then describes the changing roles of the colleges in the 21st Century. During conferences that took mission and the governance of the colleges; (2) result in the college staff and faculty being accountable to a governing body that is removed from the community; (3) decrease the governing body's effectiveness because a statewide body would have greater responsibilities; (4) require the state to generate new funds for the community colleges because local property taxes would not be distributed in the same way; and (5) remove an effective mechanism for selecting, supervising, advising, and evaluating local campus presidents on a regular basis. The Chancellor recognizes the three primary weaknesses of the current system, specifically the prescriptive style of the legislation in dealing with the boards, the reluctance of the governing boards to trust the local system boards, and the inappropriate influence of a coalition of community college organizations. In response, he presents six steps for enabling system governance to work, including: (1) establishing an ongoing series of joint meetings between the board of governors and the leadership of local trustees; (2) involving the local boards in the system's consultation process; and (3) reviewing and improving shared governance. (TGO)

ED 460 737 JC 990 484

Banta, Trudy W.
Assessment in Community Colleges: Setting the Standard for Higher Education?
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; College Administration; College Faculty; College Outcomes Assessment; *Community Colleges; Continuing Education; *Educational Assessment; Educational Improvement; Educational Planning; *Evaluation Methods; General Education; *Higher Education; *Institutional Evaluation; *Institutional Mission; Transfer Programs; Two Year Colleges

This booklet opens with a list of the features that society now demands from higher education and then describes approaches to assessing the community college mission. Twenty-first century expectations for higher education are being shaped by: (1) a change in focus from teaching to learning; (2) the need to base credentials on demonstrated competence; (3) a demonstration of the value added by higher education; (4) the need to deliver workforce training; (5) the use of technology in instruction; (6) the needs of the community; and (7) the effectiveness of strategic alliances. The author addresses assessment in connection with four aspects of the community college mission: general education, career and occupational education, continuing education, and transfer to four-year institutions Also explored are processes for assessing institutional effectiveness, uses of assessment findings, and principles for successful assessment. Through analysis of assessment efforts in the community college setting, faculty and administrators at both two- and four-year institutions may find successful models for improving the assessment of student learning as well as curricula, instruction, and support services. (Contains 23 references.) (VWC)

ED 460 738 JC 990 493

Revenues and Expenditures: Peer and Benchmark Comparisons--University of Hawai'i Community Colleges, Fiscal Year 1995-96.

discipline in early childhood classrooms, this multi-media pack explores a technique to help early childhood teachers discern what a child is trying to communicate through disruptive behavior, so they can resolve such behavior rather than just react to it. The 25-minute teaching videotape explores the three underlying messages conveyed by a child's misbehavior: unmet needs (such as security, acknowledgment, or physical activity), lack of skills to behave appropriately (such as asking rather than taking), and lack of fit between child and curriculum or environment (such as a child's temperament or learning style being at odds with transition periods or table work). Each of these messages and how it might be conveyed by a child is examined. The practice video, also 25 minutes, presents three interactive exercises intended to help the teacher learn to "read" the child's message and how to respond to his or her needs. The exercises cover: (1) responses to certain messages, such as giving positive attention when the message conveyed is a need for attention, or building trust when the message conveyed is that the child does not feel appropriately secure in the classroom; (2) developing questioning strategies, on using the framework of the three messages to generate questions for determining why a child misbehaves-unmet needs (issues at home or at school), lack of skills (language delay or undeveloped social skills), and lack of fit (behavior patterns, context, timing); and (3) adapting classrooms, exploring the elements a child brings to the classroom (temperament, learning style, culture, experiences, and developmental level) and ways to adapt the classroom (curriculum, daily schedule, classroom set-up, teaching style) to the child's needs. Print materials in the multi-media kit include a facilitator's guide with before-viewing questions and after-viewing discussion questions and a viewer's guide with worksheets for each of the three exercises in the practice video. (HTH)

ED 460 756 PS 026 629

York, Stacey
Big as Life: The Everyday Inclusive Curriculum. Volume 1.
PUB DATE- 98
NOTE- 316p.; Cover illustration by Attena Hampton; interior illustrations by Susan Avishai. For Volume 2, see PS 026 745.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Training; *Culturally Relevant Education; *Curriculum Development; Curriculum Guides; Early Childhood Education; *Inclusive Schools; Mainstreaming; *Multicultural Education; Teaching Guides
IDENTIFIERS- *Antibias Practices; *Transformative Curriculum

This guide is intended to assist early childhood teachers with the integration of multicultural, anti-bias education into the curriculum. Part one of the guide outlines the elements of a transformative curriculum, including relevant goals and objectives. Part two contains eight curriculum units that put into practice the information from part one. These units cover the following topics: (1) bodies; (2) boys and girls; (3) communication; (4) families; (5) feelings; (6) my people; (7) our class; and (8) planet earth. Each unit begins with a section describing how young children might approach the topic. The next section, entitled "Teaching through the Interest Areas," suggests materials to add to each interest area to and economics; agricultural marketing; agricultural power (levels I and II); agricultural science (levels I and II); agricultural structures (levels I and II); animal science; fish and wildlife management; floristry; food science and technology; forest management; greenhouse operation and management; horticulture; landscaping and turf management; and processing and marketing forest products. In the second document, the same agricultural duty bands and task statements are cross-referenced to Missouri's Show-Me Standards knowledge and performance statements applicable to the following curriculum areas: mathematics; communication skills; science; social studies; health and physical education; and fine arts. (MN)

ED 460 259 CE 076 962

Beginnings: A Publication of Adult Student Writing of the Ohio Writers' Conference.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 80p.; For "Beginnings" part two, see CE 078 464. Based on papers presented at the Annual Ohio Writers' Conference (Columbus, OH, May 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; *Creative Writing; Essays; *Literacy Education; Poetry; Short Stories; *State Programs; *Writing (Composition)
IDENTIFIERS- *Ohio

This document contains 51 poems, essays, and short stories that were authored by adult student writers throughout Ohio. The works were selected from 130 pieces of writing submitted by the students of 51 adult basic and literacy education (ABLE) teachers who encouraged their submission for presentation at the first Ohio Literacy Resource Conference. The works are grouped by the following themes: family; nature; love; mixed bag; and life. Within those broad categories, a range of topics, viewpoints, and moods are represented. Among the pieces of writing included are the following: a mother's story of life with a daughter born with Klippel-Feil syndrome; an essay on housecleaning; a poem to a child at the time of his high school graduation; haiku; love poems; a tale of an American Indian girl who lived a long time ago; a story in which the author assumes the viewpoint of a slave; an essay on what makes a good leader; an essay on a Vietnamese city; an essay about Bill Clinton written by a Japanese immigrant; a student's recollections of life in the 1920s and 1930s; and a firsthand account of enrolling in ABLE. A list of teaching ideas for the booklet is included. (MN)

ED 460 260 CE 077 240

Silverberg, Marsha; Haimson, Joshua; Hershey, Alan M.
Building Blocks for a Future School-to-Work System: Early National Implementation Results.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 172p.; Executive Summary is included.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

such multilingual employees. Private organizations were more likely to recruit multilingual individuals and educational institutions were least likely to do so (52.9% and 25.7%, respectively). The methods used to evaluate potential bilingual employees' language proficiency were as follows: interviews (25.8%); employer references (18.6%); and formal qualifications and personal references (13.4%). Educational institutions used formal qualifications to assess language fluency much more often than other types of organizations did (20%, 10%, and 7.6% for academic institutions, private organizations, and public organizations, respectively). (Contains 22 references.) (MN)

ED 460 278 CE 082 642

Tanner, Julian; Davies, Scott; O'Grady, Bill
Whatever Happened to Yesterday's Rebels? Longitudinal Effects of Youth Delinquency on Education and Employment. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Crime; *Delinquency; *Educational Attainment; *Employment Level; *Employment Patterns; Influences; Literature Reviews; Longitudinal Studies; Models; Predictor Variables; Regression (Statistics); Sex Differences; *Social Indicators; Social Influences; *Social Theories; Theory Practice Relationship; Trend Analysis; Youth Problems; Youth Programs
IDENTIFIERS- Impact Studies; National Longitudinal Survey of Youth; *Status Attainment

Data from the National Longitudinal Survey of Youth (NLSY) were used to identify the long-term effects of youth delinquency on education and employment. The study utilized data on 1,452 males and 1,397 females who were initially interviewed for the NLSY in 1979 and data collected on the same sample in 1990-1992. The 1990-1992 data set contained information on 1,145 males and 1,112 females from the 1979 data set. Various regression models were used to investigate whether the following specific forms of delinquency manifested by the respondents at age 14-17 years affected the respondents' education and employment outcomes at age 25-30: skipping school; drug use; violent behavior; engaging in property crime; and contact with the criminal justice system. All five forms of delinquency had consistently significant and negative impacts on educational attainment among males and females, net of status attainment variables. Delinquency had a fairly consistent impact on male occupational outcomes but a weaker effect on female occupational outcomes. Delinquency was concluded to have autonomous and negative effects on later life chances. The findings were discussed in relation to links between status attainment models and theories of crime and delinquency. (The bibliography lists 48 references. Correlations between all 20 variables are appended.) (MN)

ED 460 279 CE 082 644

Gereluk, Winston; Briton, Derek; Spencer, Bruce
Learning about Labour in Canada. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of

experiences in seven major industrial clusters for juniors and seniors, and additional supports after high school. The post-high school outcomes of 1993, 1994, and 1995 high school graduates who had participated in ProTech were compared to those of graduates who had not participated in ProTech. Responses were received from 107 (65.6%) of the 163 former ProTech participants who were sent surveys, as well as from 124 (26.9%) of the 460 graduates who had been eligible for ProTech but not participated in the program. The ProTech participants, particularly the African-American ones, were more likely to attend college than nonparticipants were (78% versus 72%). ProTech participation was also associated with a higher likelihood of having remained in college and having earned a college degree or other certification of postsecondary training, being employed at the time of the survey (87% versus 75%), and receiving higher earnings. ProTech graduates attributed their success to the STC program, in particular to the adults they had encountered while in it. (MN)

ED 460 296   CE 082 786

Spera, Vincent; Williams, Andra
School-to-Work Opportunities for All Youth: Intermediary Organizations and Expanding Options. School-to-Work Intermediary Project. Issue Brief.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 15p.; For other Issue Briefs, see ED 444 023, ED 455 384 and CE 082 787.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Programs; Definitions; Demonstration Programs; *Disabilities; *Education Work Relationship; Educational Legislation; *Educational Opportunities; Educational Practices; Educational Resources; Federal Legislation; Guidelines; Internet; *Linking Agents; Models; National Organizations; Nonprofit Organizations; *Out of School Youth; Outreach Programs; Partnerships in Education; Philanthropic Foundations; Postsecondary Education; Professional Associations; Public Policy; School Community Relationship; Secondary Education; World Wide Web
IDENTIFIERS- School to Work Opportunities Act 1994; Workforce Investment Act 1998

The School to Work Opportunities Act of 1994 requires that all young people, including young people with disabilities and out-of-school youth, have equal opportunities to participate in the activities funded by it. Local intermediary organizations that provide a critical convening role and offer services to core education and business partners can and are accelerating and deepening connections between those school-to-work (STW) efforts and organizations in their communities that are serving specific populations of young people. The following three steps can help STW intermediaries achieve the goal of extending STW opportunities to young people with disabilities and out-of-school youth: (1) identify potential allies and partners; (2) reach out and engage allies and partners; and (3) align resources through a community collaboration that serves young people. The National Transition Alliance of Youth with Disabilities, Business Coalition for Workforce Development, and between 1964 and 1994) reprinted from the "Journal of Juvenile Psychology" "Individual Psychologist," and "Individual Psychology." Each of the five sections is introduced by the editor's comments. "General Techniques" contains the following articles: (1) "I-Thou Relationship Versus Manipulation in Counseling and Psychotherapy" (S. M. Jourard); (2) "Interpretation of Patient Behavior through Goals, Feelings, and Context" (A. R. Mahrer); (3) "Encouraging Client Responsibility" (T. J. Murphy). "Individual Adult Counseling and Therapy Techniques" includes: (4) "Life Style Assessment: A Demonstration Focused on Family Constellation" (H. H. Mosak); (5) "The Family Constellation in Personality Diagnosis" (B. H. Shulman); (6) "The Use of Birth Order Information in Psychotherapy" (L. K. Forer); (7) "The Use of Early Recollections in Psychotherapy" (H. Papanek); (8) "Changing Mistaken Beliefs through Visualization of Early Recollections" (M. Lingg, T. Kottman); (10) "A Practical Use of Dreams" (S. Slavik); (11) "The 'Rediscovery' of Interventive Interviewing" (L. Sperry); (12) "Confrontation Techniques in Adlerian Psychology" (B. H. Shulman); (13) "Confrontation Techniques" (B. H. Shulman); (14) "The Use of Parables and Fables in Adlerian Psychotherapy" (K. R. Pancner); (15) "Religious Allusions in Psychotherapy" (H. H. Mosak); (16) "Variations of the 'As If' Technique" (M. S. Carich); (17) "Laughing Together: Humor as Encouragement in Couple Counseling" (R. J. McBrien); (18) "The Relapse Technique in Counseling and Psychotherapy" (R. J. Corsini); (19) "The Paradoxical Prescription in Individual Psychology" (J. D. West, F. O. Main, J. J. Zarski); (20) "Traps and Escapes: An Alderian Approach to Understanding Resistance and Resolving Impasses in Psychotherapy" (R. R. Kopp, C. Kivel); (21) "Incorporating Hypnotherapeutic Methods into Ongoing Psychotherapy" (L. Sperry); (22) "Reorientation: The Use of Hypnosis for Life-Style Change" (B. Fairfield); (23) "Hypnosis, Tailoring, and Multimodal Treatment" (L. Sperry, J. Carlson); (24) "Alcoholics and Their Treatment: Current Adlerian Thinking" (J. Prinz); (25) "Alcoholism and Drug Dependency: Some Mistakes We Can Avoid" (H. K. Cooley); (26) "Marital Therapy with Alcohol-Affected Couples: Treatment Strategies" (S. Arkin, J. A. Lewis, J. Carlson); and (27) "Interrupting a Depression: The Pushbutton Technique" (H. H. Mosak). "Child Counseling" includes: (28) "Counseling a Boy: A Demonstration" (R. Dreikurs); (29) "Adlerian Usage of a Children's Play" (M. T. Yura, M. D. Galassi); (30) "The Loyalty Dilemma" (M. Hartwell-Walker, P. L. Belove); (31) "Early Recollections as a Diagnostic Technique with Primary Age Children" (B. L. Borden); (32) "Children's Stories for Psychological Self-Understanding" (J. D. West, L. K. Dann); (33) "Adlerian Play Therapy: Practical Considerations" (T. Kottman, J. Warlick); (34) "The Mutual Storytelling Technique: An Adlerian Application in Child Therapy" (T. Kottman, K. Stiles). "Couple and Family Counseling and Therapy Techniques" includes: (35) "Alderian Marriage Counseling" (M. L. Pew, W. L. Pew); (36) "First Encounters of the Close Kind (FECK): The Use of the Story of the First Interaction as an Early Recollection of a Marriage" (P. L. Belove); (37) "Alderian Marriage Therapy" (D. Dinkmeyer, J. Dinkmeyer); (38) "Equality in Male/Female Relationships" (A. H. Tuites, D. E. Tuites); (39) "Marital Issues of Intimacy and Techniques for Change: An Alderian Systems Perspective" (R. Sherman); (40) "Helping Adults Change Disjunctive Emotional Responses to Children's Misbehavior" (G. D. McKay, O. C. Christensen); (41) "Consequences: An Alternative to Punishment" (F. C. Peeper, M. Roberson); (42) "Family Lifestyle Assessment: The Role of Family Myths and Values in the Client's Presenting Issues" (W. G. Nicoll, E. C.

work with them. Many students seen in college career centers are symptomatic of depression or anxiety, while presenting concerns about choice of a major or career. It is, therefore, in the best interest of students to have both mental health and vocational services available to them during college or graduate school. Correlational studies between mental health and career development variables affecting college students may give direction for additional studies. With additional research focusing on this topic, researchers and practitioners may be able to collaborate on the development of a theoretical model addressing the interaction of college mental health and career development. (Contains 31 references.) (JDM)

ED 460 336 CG 031 494

Pharaon, Nora Alarifi
Personal Transformation: A Group Therapy Program for Saudi Women.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; Cross Cultural Studies; *Empowerment; Foreign Countries; *Gender Issues; *Individual Development; Power Structure; Self Actualization; *Sex Discrimination; *Sex Role; *Social Support Groups
IDENTIFIERS- Saudi Arabia

A personal transformation group therapy program was designed to help Saudi women function more effectively in their daily lives. The major cognitive idea of these groups was to enable women to better understand their thinking patterns so that they could learn techniques to change. Personal transformation group topics included: Self-Esteem; Awareness and Conscious Living; Emotional Intelligence; Insight; and Honoring the Self. The groups were conducted at a Women's Center along with courses to teach them cooking; drawing; computer skills; foreign languages; and body fitness. Since receiving individual therapy from a mental health provider continues to be a stigma in the Arab culture a significant effort was made to present these groups as self-development. The success of these groups will continue to empower women to assume an increasingly active role in the social and economic development of their society and will continue to be the focus of international psychology. (JDM)

ED 460 337 CG 031 495

Biaggio, Maryka; Davis-Russell, Elizabeth
Sexual Orientation, Graduate Education, and Accreditation.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; Comparative Analysis; Counselor Training; Cross Cultural Studies; *Diversity (Faculty); *Diversity (Institutional); *Diversity (Student); Foreign Countries; Higher Education; *Homosexuality; *Lesbianism;

Wide Web; Writing Exercises
IDENTIFIERS- *Parents and Children Together; Web Sites

A student in a distance education course, as part of a midterm project, set out to build a Web site that had written communication as its main focus. The Web site, "The Global Campfire," was modeled on the old Appalachian tradition of the "Story Tree," where a storyteller begins a story and allows group members to add to it. Gifted seventh and eighth graders at a rural Indiana school participated, although no suitable submissions were received until the Web site developer explained the purpose of the story tree in person. Extensions of this project into other content areas can provide students a forum for discussion and the motivation to improve their reading and writing abilities. The Web site was subsequently adapted for incorporation into the ERIC Clearinghouse on Reading, English and Communication's "Parents and Children Together Online" magazine. Contributions were received from children all over the United States and all over the world. Plans include the adddition of new storylines and multiple storylines. (The introductory screen of the Global Campfire Web site and an example of one of the story trees are attached.) (RS)

ED 460 362 CS 215 377

Gillikin, Jo, Ed.; Johnson, Fran Holman, Ed.
WILLA, 1992-1995.
PUB DATE- 95
NOTE- 135p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Elementary Secondary Education; Equal Education; Fables; *Females; *Feminism; Higher Education; Identification (Psychology); Interviews; Introductory Courses; *Literary Criticism; Literature Appreciation; Novels; Photography; Safety; *Sex Role; Sex Stereotypes; Sexism in Language; *Women Faculty; *Womens Studies; Writing Instruction; Writing Processes
IDENTIFIERS- *Academic Community; *Educational Issues; Educational Issues; Feminist Pedagogy; Literary Canon; Nineteenth Century History; *Women in Literature

These four annual issues of WILLA (Women in Literature and Life Assembly) presents articles that focus on the crucial issues regarding the status and image of women and girls in every educational setting, from pre-kindergarten to continuing education. Articles and poetry in the first issue are: "On the Twentieth Anniversary of the Founding on NCTE's Women's Committee" (Alleen Pace Nilsen); "Remembering the Women" (Jeanne M. Gerlach); "The Acquisitive Maiden" (Maryjane O'Connor); "A Literary Life" (Jane Maher); "Talk among Chicks" (Marcia Worth); "The Princess and the Pea" (Nadine Charity); "Interview with Janie Hydrick" (Sandy DeCosta); "Rose Macaulay's 'And No Man's Wit' and Ernest Hemingway's 'For Whom the Bell Tolls': Two Spanish Civil War Novels and Question of Canonicity" (D. A. Boxwell); "The Transformational Rhetoric of Photography in Sue Miller's 'Family Pictures'" (Brenda O. Daly); "A Mermaid's Song" (Sondra Melzer); "Teaching Ain't No Joke: The Trap of Domesticity for Women Professors" (Lana Hartman Landon); "Hanging Up My Bones to Dry" (Betty Hart); "The Definition of Self, the Recognition of Other in Two Children's Stories" (Mary Elizabeth Bezanson and Deborah L. Norland); and "The Burden of Truth: The Voices of Luciela and Mattie in Gloria Naylor's 'Luciela Louise Turner'" (Demetrice

PUB DATE- 98
NOTE- 26p.; Content Standard: Arts: Arts Analysis & Interpretation; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Anthologies; Class Activities; Comparative Analysis; High Schools; *Journal Writing; *Literary Criticism; Nonfiction; *Oral Interpretation; Performance Based Assessment; Poetry; Portfolios (Background Materials); *State Standards; *Story Grammar; Student Evaluation; Writing Exercises
IDENTIFIERS- *Minnesota Graduation Standards; *Response to Literature

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to interpret and evaluate complex works of music, dance, theater, visual arts, literature or media arts. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) in response to literature, write a journal entry, a poem, and perform two different oral interpretations of the same work; (2) write a literary analysis paper; (3) analyze narrative structure by drawing plot diagrams and storyboards for two different works; (4) develop a portfolio for each of two literary works that includes short essays about the reader's response, narrative structure, elements of fiction, the author's life, and critics' views; (5) write two analytical papers, one identifying the parallels between a literary work and another art form, and the other, the parallels between the literary work and nonfiction; and (6) create an anthology of fiction and nonfiction to explore questions of what story is and what the value of story is. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 386 CS 216 750

Mystery of Mysteries (Genre Study): Performance Package, Minnesota Profile of Learning.
PUB DATE- 96
NOTE- 21p.; Content Standard: Inquiry I.1; Level: Honors Intermediate; Course: Reading/Literature.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; Content Analysis; *Critical Reading; English Instruction; Intermediate Grades; Interviews; *Literary Criticism; *Literary Genres; Literature Appreciation; Performance Based Assessment; *State Standards; Story Grammar; Student Evaluation; Writing Exercises
IDENTIFIERS- *Minnesota Graduation Standards; *Mysteries (Literature)

and skills related to creating a "video portrait" (a 13- to 15-minute persuasive documentary video about a person, place, or thing). It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) plan production of a video portrait; (2) shoot the video portrait and gather feedback; and (3) edit the video portrait and evaluate the final product. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 408 CS 510 083

Benchmarks of Interpersonal Communication: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97
NOTE- 25p.; Content Standard: Write and Speak: Interpersonal Communication; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; *Communication Skills; Group Activities; High Schools; *Interpersonal Communication; Listening Skills; Performance Based Assessment; Problem Solving; *State Standards; Student Evaluation
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to demonstrating effective English language communication skills in personal, family, community, and/or work situations. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) analyze communication, interaction, and problem-solving strategies in a simulated situation, and make recommendations for improvement; (2) participate in a dialogue, and demonstrate effective speaking and listening skills; and (3) participate in a group, plan for and complete a project, and maintain a reflective record of involvement. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 409 CS 510 084

Interpreting Film & Video: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97
NOTE- 21p.; Content Standard: Arts: Arts Analysis & Interpretation; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Criteria; *Program Evaluation; Program Validation; School Effectiveness; *Values
IDENTIFIERS- Stakeholders

This paper reviews evaluations of social programs and major approaches to program evaluation. Its purpose is to examine the roles that philosophy, ideology, key audiences, preferred methods, and typical evaluation questions can play in the practices of contemporary evaluators. The report describes the Learning Connections Projects, a program that can provide a context for the philosophical framework of the pragmatist and developmental approaches to evaluation. Next, a broad discussion explores how evaluation approaches can serve particular sets of social and political values. The school-reform movement is summarized to show how it has done little to provide an accurate analysis of the production of inequality in the public schools or the larger social order. The paper then suggests how evaluators can earn a seat at the decision-making table of public-school reform by first facing their ideologies and then reflecting on the situational and generalized ethics that apply to any given research act. Lastly, consequences and benefits of using a critical normative framework are explored as a way to negotiate and to communicate the social and political meanings of evaluation questions and ideological and value orientations with high-level policy makers, program beneficiaries, potential clients, and reformers. (Author)

ED 460 429 EA 029 737

An Educators' Guide to Schoolwide Reform.
SPONS. AGENCY- American Association of School Administrators, Arlington, VA.; American Federation of Teachers, Washington, DC.; National Association of Elementary School Principals, Alexandria, VA.; National Association of Secondary School Principals, Reston, VA.; National Education Association, Washington, DC.
PUB DATE- 99
NOTE- 440p.; Project Director, Rebecca Herman.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Educational Assessment; *Educational Change; Elementary Secondary Education; Program Descriptions; Program Effectiveness; Program Evaluation

This guide examines claims for 24 schoolwide programs-- programs that promise to improve student learning by changing the entire school. Focusing on quantitative achievement measures such as test scores, grades, and graduation rates, the report was prepared for educators and others to assist them in their investigation of different approaches to school reform. The programs considered here are Accelerated Schools; America's Choice; ATLAS Communities; Audrey Cohen College: Purpose-Centered Education; Basic Schools Network; Coalition of Essential Schools; Community for Learning; Co-NECT; Core

This organizational vignette is the first in a multi-part series highlighting community service providers. This particular issue focuses on Mass Bay Employment Services (MBES) located in Boston, Massachusetts, that works with people with serious mental illness and has moved from a non-employment oriented day program to one that has employment as its major goal. Lessons to be learned from the experiences of MBES include: (1) staff needs to feel respected for what they have done in the past and to participate in the process of change; (2) major organizational change cannot be successful without continued internal and external marketing to develop support for the changes; (3) to truly change the focus of an organization to community employment requires an action orientation; (4) leadership should include a strong philosophical base with clear values guiding actions and should be willing to act and take risks; (5) staff, families, and funding agencies have a harder time adjusting to changes than individuals served; (6) during major organizational change, an agency should expect, and perhaps welcome, personnel turnover; (7) the use of teams is an important element of organizational change; and (8) economic pressure is a key catalyst for organizational change. (CR)

ED 460 447 EC 306 610

Gold, Martine; Marrone, Joe
Columbia MetroWest Human Services: A Study of Persistence, Planning, and Producing Change.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 5p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Change Strategies; Community Programs; Economic Factors; *Employment Services; Job Placement; *Leadership Qualities; Marketing; *Organizational Change; Resistance to Change; *Severe Disabilities; *Supported Employment; Vocational Rehabilitation

This organizational vignette is the second in a multi-part series highlighting community rehabilitation providers. This particular issue focuses on Columbia MetroWest Human Services of Ashland, Massachusetts, an organization that works with people with developmental disabilities and has undergone major transformation resulting in greatly expanded opportunities for individually focused employment and community support for people with severe disabilities. Steps in the change process are described and lessons to be learned are provided, including: (1) leadership needs to include both a strong philosophical base to guide the agency's action and individuals willing to act and take risks; (2) having a detailed plan for the eventual structure of an agency is not necessary to begin the change process; (3) attitudes and beliefs get shaped by experience, and many agencies need to test the efficacy of old beliefs before they can adopt a new belief system; (4) staff, families, and funding agencies have a harder time adjusting to changes than individuals served; (5) during major organizational change, an agency should expect, and perhaps welcome personnel turnover; (6) major organizational change cannot be successful without marketing; and (7) in order to move ahead, difficult compromises must be made. (CR)

ED 460 448 EC 306 611

ED 460 466 EC 306 749

Kilburn, Joan, Ed.; Critchlow, Janice, Ed.
Best Practices for Coordinating Transition Services: Information for Consumers, Parents, Teachers and Other Service Providers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 36p.; A publication of the California School to Work Interagency Transition Partnership (SWITP).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Disabilities; *Education Work Relationship; Educational Policy; Federal Legislation; Higher Education; Individualized Programs; *Integrated Services; Interdisciplinary Approach; Meetings; Program Development; State Legislation; State Standards; Teamwork; *Transitional Programs
IDENTIFIERS- California; *Individualized Transition Plans; Individuals with Disabilities Education Act

This guide to planning for transition from school to work for middle school or high school students with disabilities in California is intended to assist parents, teachers, and other service providers in coordinating person-centered transition planning and services. The first section examines requirements of the Individuals with Disabilities Education Act (IDEA) and the California School to Work Interagency Transition Partnership (SWITP) regarding transition. The next section focuses on required individual transition plans, identifies essential components, suggests a transition planning process, lists agency resources, and provides a transition planning checklist. A section on transition teams includes a list of qualities and benefits of effective transition teams and a suggested order for team meetings. Interagency coordination teams are considered next in a section which includes a pre-meeting agenda survey and a sample agenda of an interagency coordination meeting. The next section lists California contacts and resources, including contacts for more information about transition teams, contacts for information about transition and system change, SWITP statework group contacts, and resources to support interagency collaboration. A final section offers suggestions for involvement and observations from the field about transition and coordinated services. (DB)

ED 460 467 EC 306 750

Grossen, Bonnie
How Should We Group To Achieve Excellence with Equity?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Grouping; Ability Identification; Court Litigation; Educational Principles; Educational Research; Elementary Secondary Education; *Equal Education; *Excellence in Education; *Grouping (Instructional Purposes); Heterogeneous Grouping; High Achievement; Homogeneous Grouping;

Systems; Interviews; *Mental Health Programs; *Outcomes of Treatment; Program Evaluation

This paper summarizes results of telephone interviews with key personnel at 19 (out of 22) agencies receiving grants under the Center for Mental Health Services program, one part of a 5-year evaluation study examining the impact that utilizing measurable outcomes has on service systems. This component focused on the conceptualization and implementation of outcome-based information systems and involved interviews with sites which had and had not established an outcome information system. Results are reported across three domains: stakeholder involvement, impact on service planning and delivery, and likelihood of continuing outcome monitoring after completion of the national evaluation. Results suggest that for outcomes to have a maximum positive impact on service planning and delivery, there needs to be a high degree of overlap between the service system and the information system. (DB)

ED 460 486 EC 306 862

Hutcheson, Sigrid
A Comparison of the Standards for the Mental Health Statistics Improvement Project (MHSIP) with Selected Children's Information Systems.
PUB DATE- 96
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agencies; *Data Collection; *Emotional Disturbances; *Information Systems; *Mental Health Programs; Program Administration; Program Evaluation; Recordkeeping; *Standards; Statistical Data

This paper presents findings of a study that examined the extent to which children's mental health agencies can meet the information needs they consider to be most important and also comply with recommended standards of the Mental Health Statistics Improvement Projects (MHSIP). Three children's data sets representing three different agency information priorities were selected: an information system for client and program management; the data set for a national children's mental health program evaluation; and a social service agency data set for children involved in foster care and adoption. Questions were posed concerning what changes would need to be made in an existing information system to either meet MHSIP standards or (if it currently meets MHSIP standards) to serve other program management functions. The study found that MHSIP standards were very compatible with mental health agency needs for program and client management data as well as with needs for evaluation data. (DB)

ED 460 487 EC 306 863

Malysiak, Rosalyn; Duchnowski, Albert J.; Dollard, Norin; Siewczkowski, Robert; Black, Marcia; Greeson, Michael
Establishing Wraparound Fidelity: Not Business as Usual. Symposium.
PUB DATE- 96
NOTE- 16p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research

Heflinger, Craig Anne; Simpkins, Celeste G.
Modeling Utilization of Child Residential Psychiatric Treatment.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Emotional Disturbances; Hospitalized Children; *Integrated Services; Mental Disorders; Mental Health Programs; Prevention; Program Costs; Program Effectiveness; *Psychiatric Services; *Residential Institutions; State Programs; *Student Placement
IDENTIFIERS- Tennessee

This paper describes the Tennessee Children's Plan, a program phased in between 1991 and 1993 that implemented a coordinated service system for children, youth, and families. A study involving children and youth (birth through 21 years) who were in the custody of the State of Tennessee investigated the effectiveness of coordinated service systems in reducing utilization rates of psychiatric hospitals. Results of the study indicate that between 1991 and 1995, the total number of children in custody increased by almost 3,000 to 11,131, with 35 percent of the children having a documented mental health need. Use of restrictive, residential psychiatric placements increased from 1991 to 1995. These data indicate that the Children's Plan, while decreasing the use of psychiatric hospitals, has shifted children to longer-stay residential treatment centers. Any cost savings that might have been incurred through decreased use of hospitalization has been more than taken up through this increased use of residential treatment centers. Furthermore, a significant proportion of the children in state custody experience multiple and long-stay institutional experiences. (CR)

ED 460 506 EC 306 882

Teare, John F.; Castrianno, Lynn M.; Novicoff, Carolyn D.; Peterson, Roger; Authier, Karen; Daly, Daniel
Replication of a Crisis Shelter Model of Care in Staff Secure Detention Programs.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; *Emotional Disturbances; Family Problems; *Family Relationship; Mental Disorders; Models; *Participant Characteristics; Participant Satisfaction; Program Effectiveness; *Residential Programs; Runaways; Youth Problems
IDENTIFIERS- *Boys Town NE

This paper presents preliminary evidence for the effectiveness of a model of care designed to provide safe and effective services in both short-term shelter and short-term staff secure to work with these children. The evaluation of this program consisted of interviews with 62 parents, principals, social workers, and agency staff, school record reviews of participating students (n=369), 100 case record reviews, and 11 case studies. Results indicated participants stayed in the program longer than was originally intended, children with the most severe rather than mild to moderate disabilities were referred to the program, family involvement in the intervention was critical to significant progress, and more families/siblings needed to be involved. (CR)

ED 460 525 EC 306 901

Levin, Bruce Lubotsky; Beauchamp, Brian T.; Henry-Beauchamp, Leah A.
Education and Training of Children's Mental Health Professionals: The Existing and Potential Role of Schools of Public Health.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; College Curriculum; *College Instruction; College Programs; *Course Content; *Emotional Disturbances; Higher Education; *Mental Disorders; *Mental Health Programs; Public Health; Surveys; *Universities

This paper discusses the results of a survey that investigated the exiting capacity for and potential to expand education and training opportunities in children's mental health services within schools of public health. The survey was sent to all 27 schools of public health in the United States and Puerto Rico accredited by the Council on Education in Public Health. The survey sought information on the existence, substantive nature, and availability of mental health and substance abuse courses, areas of concentration, as well as degree programs within these colleges of public health. It also contained questions which sought information on how these courses and programs were organized within the schools of public health. Results found that 19 of the 27 schools of public health offered courses in mental health services, with 12 schools offering two or more mental health courses. Eighteen of the 27 schools of public health offered courses in social and behavioral sciences. Topics most frequently offered were mental health epidemiology, mental health planning, administration, policy and law, mental health statistics and research, children and family mental health services, and stress management. (Contains 12 references.) (CR)

ED 460 526 EC 306 902

Briscoe, Richard; Baber, M. Yuette; McPhail, Tracy Lea; Harper, Kimberly
Multicultural Mental Health Training Program: Researcher Projects with Ethnically Diverse Communities.
PUB DATE- 96
NOTE- 13p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.

IDENTIFIERS- Individuals with Disabilities Education Act

This issue provides some general guidelines for lawyers to follow in advising a school district to consider referral of a student for special education assessment. It provides information on the evaluation and eligibility requirements of the Individuals with Disabilities Education Act, case law addressing child find activities, and criteria for referring students for special education assessment. Factors to consider when referring a child for assessment include: (1) parental communications to school personnel; (2) the student's performance in school; (3) teacher observations; (4) misbehavior that does not improve for a significant period of time; (5) chronic truancy; and (6) failing grades. The responsibility of public schools to refer and assess children in private schools is reviewed, along with relevant case law. (CR)

ED 460 546 EC 307 136

Voyles, Lynda C., Ed.
CEC Today, 1998-1999.
PUB DATE- 98
NOTE- 82p.; Published 8-10 times per year. Three of eight issues produced between 1998 and 1999 (v4 n6-8) not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Educational Trends; Elementary Secondary Education; *Professional Associations; *Special Education; *Special Education Teachers
IDENTIFIERS- *Council for Exceptional Children

This document is comprised of five issues of "CEC Today," a membership publication of the Council for Exceptional Children. Each issue usually contains a calendar of events, news items, and columns on member benefits, advocacy efforts of CEC, activities of Student CEC, CEC in Canada, activities of the CEC divisions, professional advancement, and a topical survey. Brief opinion pieces and articles are also included in each issue such as the following: "What about Autism? Can CEC Accommodate Special Interests?" (Jack Scott); "Special Educators Support Hugging: Responses from the CEC Survey: To Hug or Not To Hug"; "Paperwork Is Number 1 Obstacle for Special Education Teachers"; "Distance Education -A Learning Tool for Professionals and Students"; "CEC Must Change To Meet Today's Challenges" (Gerald Reynaud); "Alternative Schools -Hope or Heartache?"; "The Price of Miracles" (Gail Bornfield); "Growing Challenge for Teachers -Providing Medical Procedures for Students"; "Teachers' Actions Don't Match Their Beliefs"; "Assessments Fail To Give Teachers Relevant Information"; "Individualization Is Essential to Special Education" (Dede Johnston); "The Hidden Problem among Students with Exceptionalities -Depression"; and "Technology Plays Vital Role in Special Education and Literacy Development". (DB)

ED 460 547 EC 307 145

Gessner, Bradford; Bischoff, Herbert; Perham-Hester, Kathy; Chandler, Bruce; Middaugh, John
The Educational Attainment of Children with Fetal Alcohol Syndrome. Recommendations and Reports.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English

creation and operation of the IEFA, and criteria for authority financing. It lists the institutions receiving financial assistance, the nature of the projects financed, and the amount of each financing. It also includes an auditor's report. For fiscal year 1996, the Authority provided assistance to 27 degree-granting, private, not-for-profit institutions of higher education and 15 private, not-for-profit institutions or museums engaged in cultural, scientific, or artistic enrichment of the state's population. This assistance consisted of providing these institutions access to tax-exempt financial markets through the issuance of revenue bonds. The Authority administered 65 bond issues, as well as 16 outstanding, defeased (off-balance sheet) bond issues. A synopsis of institutions receiving help is provided. Contains an IEFA balance sheet; a statement of revenues, expenses, and changes in fund equity; statement of cash flows; additional notes to financial statements; and a schedule of revenue bonds outstanding as of June 30, 1996. (RJM)

ED 460 566 EF 005 123

Construction Costs.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Construction Costs; *Cost Estimates; *Educational Facilities; Educational Facilities Planning; Elementary Secondary Education; Facility Planning
IDENTIFIERS- Georgia

With the increasing pace of school construction, knowing how much a school should cost can facilitate effective new-school planning. To help with this process, this document provides new-construction costs as figured for the State of Georgia. The estimates include costs per square foot for elementary schools, middle schools, and high schools, as well as extra expenses, such as additions to classrooms, media rooms and laboratories, and physical education facilities. Support areas, such as administrative suites, kitchens, cafeterias, and restrooms are likewise estimated. This document also discusses what educators can expect in the way of architect fees and contingencies, as well as estimated renovation costs of buildings varying widely in age. The construction of the physical plant must also be estimated and costs per square foot for roofing, heating, ventilation, and air-conditioning are supplied. (RJM)

ED 460 567 EF 005 145

Mione, Lawrence V.
Facility Standards for Technology in New Jersey Schools. Revised.
PUB DATE- 97
NOTE- 79p.; Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Design Requirements; Distance Education; Educational Facilities Design; *Educational Facilities Improvement; *Educational Technology; Elementary Secondary

Butterfield, Eric
The Future of the Classroom: Q & A with William DeJong.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Design; *Educational Facilities Design; *Educational Facilities Planning; *Educational Trends; Elementary Schools; Enrollment; High Schools; *Public Schools; School Construction; School Safety; Teaching Methods

An interview with Dr. William DeJong, editor of "School Construction News," is presented concerning his thoughts on new teaching models, the advent of computers, and the media hype surrounding school safety. Dr. DeJong addresses what the space requirements are for departmentalized versus interdisciplinary education; what problems he sees affecting elementary schools differently versus high schools; why the high school level was the most resistant to the interdisciplinary approach; what types of materials and furniture he specifies when designing classrooms for block scheduling; how different instruction methods are changing the way he designs elementary schools; how the demographic shift of students from elementary schools to high schools, as a result of the Baby Boomer's children growing older, is now focusing higher construction levels on high schools; whether economic trends will impact school building; and what types of design elements he is using to enhance the safety of schools. (GR)

ED 460 592 EF 005 306

Tanner, C. Kenneth
School Design Factors for Improving Student Learning.
PUB DATE- 99
NOTE- 26p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Environment; *Educational Facilities Design; *Educational Improvement; Educational Objectives; Elementary Secondary Education; *Public Schools; School Effectiveness

Both built and natural environments embellish student learning; however, it is believed that there are far too many functional and structural design problems in schools. This document provides basic design factors from three perspectives: environmental; educational; and architectural. Selected developmentally appropriate characteristics of students are reviewed and linked to affective, behavioral, and cognitive learning categories. These characteristics are then matched with learning goals and activities. Appropriate architectural/natural support systems are defined and designs that match the learning goals are recommended. Appendices present the guiding principles of sustainable site and building designs. (GR)

ED 460 593 EF 005 307

Stueck, Lawrence E.; Tanner, C. Kenneth
The Design of Learning Experiences: A Connection to Physical

Performance Report for Project CLASS (Chinese Language Achievement through Sequential Study), 1998.
PUB DATE- 98
NOTE- 37p.; Attachment 1 contains copyrighted material and is not available from ERIC. For the "1997 Report", see FL 025 407.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Enrollment Rate; Federal Programs; *FLES; Ideography; Language Skills; *Mandarin Chinese; Program Descriptions; Program Effectiveness; Program Evaluation; *Second Language Programs; *Second Languages
IDENTIFIERS- Hawaii

Project CLASS (Chinese Language Achievement through Sequential Study), a federally-funded program, introduced the study of Chinese language and culture at Queen Ka'ahumanu Elementary School (Hawaii), forming the foundation of an instructional program to be continued through middle and high school, to meet state foreign language standards. In its second year, with 11 months of instruction, 96 percent of participating students demonstrated mastery of stated performance standards in listening, speaking, reading, and writing. All meet the standards for cultural awareness and appreciation. The project developed a curriculum package in Mandarin Chinese for elementary school students, including a teacher's manual, student textbook, and student workbook. High-interest activities are used to foster acquisition, and the four language skills are integrated. Memorization of Chinese characters is emphasized. The report describes project activities and accomplishments, including evaluators' reports, and contains relatively detailed program budget data. Attachments include: newspaper article discussing the CLASS Project (Barayuga, Debra, "Soaking up the Mandarin." "Honolulu Star Bulletin," June 5, 1997); Evaluation Report materials from Ichiro Fukumoto; syllabus; class rules; progress report sheet; and program list of the "Lion Dance" performance. (MSE)

ED 460 617 FL 025 589

Luukka, Minna-Riitta, Ed.; Salla, Sigrid, Ed.; Dufva, Hannele, Ed.
Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998).
PUB DATE- 98
NOTE- 300p.; Papers presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Articles in Estonian and Finnish contain English abstracts. For individual papers, see FL 025 590-610.
LANGUAGE- English; Estonian; Finnish
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Electronic Mail; English for Academic Purposes; English (Second Language); *Estonian; *Finnish; Foreign Countries; Grammatical Acceptability; Interlanguage; Language Proficiency; Language Teachers; Language Tests; Language Usage; Medical Education; Monetary Systems; Native Language Instruction; Personal Narratives; Psycholinguistics; Public Policy; Structural Analysis (Linguistics); Swedish; Written Language
IDENTIFIERS- Estonia; *Finland

The papers included in this yearbook of the Finnish Society of Applied Linguistics (AFinLA) were presented at the 1998 AFinLA conference "Linguistics and Finland: Crossing the Gulf." Papers

"On Hyva Kun Mollemmat Puolet Tykkaavat Asiasta"--S2 Opiskelijoiden Oppimispaivakirjojen Satoa (Using Learning Diaries in a Finnish as a Second Language Course).
PUB DATE- 98
NOTE- 16p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Finnish; Foreign Countries; *Journal Writing; Learning Strategies; *Metalinguistics; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages

This study deals with the use of learning diaries in the intermediate course for Finnish language and culture. The article describes how the use of a diary helped both learners and teachers to increase their awareness of various issues affecting the learning of Finnish as a foreign language; e.g., learning experiences and the use of learning strategies. The article begins with a general discussion of both problems and benefits involved in the use of a learning diary. This, together with the evaluative discussion at the end, highlights the complexity of language awareness in everyday teaching. (Author/VWL)

ED 460 638 FL 025 610

Olspuu, Jaan
Vahemmistokansat Ja Muunkielinen Sivistys: Montako Kielistrategiaa Virolle (Language Policy and Planning in the Republic of Estonia).
PUB DATE- 98
NOTE- 8p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Estonian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Immigrants; International Communication; International Relations; Language Minorities; *Language Planning; *Multilingualism; Policy Formation; *Public Policy; Second Languages
IDENTIFIERS- *Estonia

The composition of the Estonian population has changed considerably since the second World War. The number of immigrants to Estonia has been remarkable in the second half of the century. The population in Estonia is divided into two parts: Estonian (66%) and non-Estonians (34%). The composition of the population and the language situation in Estonia do not make it possible to use the experience of any other country in Europe; Estonia has to find its own way in the area of civic education and language strategy. From the point of view of the Republic of Estonia, it is very important to foster variable multilingualism (integration of the non-Estonian population

(Contains 33 references.) (SLD)

ED 460 658 HE 034 560

Larson, R. Sam; Long, Robert F.
Nonprofit Management Centers: Moving beyond the Periphery.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Research on Nonprofit Organizations and Voluntary Action (27th, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Departments; *Educational History; *Financial Support; Futures (of Society); *Graduate Study; Higher Education; *Nonprofit Organizations; Philanthropic Foundations; *Program Development; Program Effectiveness
IDENTIFIERS- *Sustainability

Nonprofit management centers, dedicated to teaching the management of nonprofit organizations have become a mechanism through which higher education can become more responsive to the communities it serves and move beyond the boundaries of academic departments. This paper examines how centers can become more permanent or sustainable parts of their institutions while maintaining their positive distinction of flexibility and responsiveness. This paper is based on published literature about academic centers and draws on interviews of center directors and staff from six nonprofit management centers. The focus is on institutional stability and academic credibility. The paper assumes that centers are seeking sustainability and it proposes how centers might become sustainable through attention to funding, organizational fit, and community connections. Not all centers will want to sustain themselves; some may wish to become integrated into other segments of the university. Academic stability is most likely to be achieved when the mission of the center is consistent with that of the university and remains stable over time, with strong faculty connections to the university as a whole. (Contains 10 references.) (SLD)

ED 460 659 HE 034 575

Livingstone, D. W.; Stowe, Susan
Class and University Education: Inter-Generational Patterns in Canada. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *College Students; Equal Education; Foreign Countries; Higher Education; Low Income Groups; Minority Groups; *Social Class; *Socioeconomic Status
IDENTIFIERS- *Canada

Young people from lower class origins continue to face major barriers to university education in Canada. This paper documents both substantial inter-generational class mobility and continuing inequalities in formal educational attainments

*Educational Development; Educational Environment; Educational Objectives; *Educational Policy; *Educational Technology; Educational Trends; Elementary Secondary Education; Evaluation Criteria; *Information Technology; Instructional Improvement; Outcomes of Education; Policy Formation; School Community Relationship; Teacher Competencies; Technology Integration; Technology Planning
IDENTIFIERS- Conceptual Frameworks; Progress; Technology Implementation; *Technology Utilization

The introductory section of this guide highlights the progress being made with educational technology and investments in technology by business/industry, innovations by a high school in Greenbrier (Arkansas), actions educators will need to take and challenges that will need to be addressed if technology is to be used successfully in education, and emerging trends that indicate the benefits of technology. A set of indicators for policymakers to consider when assessing whether or not schools have established the essential conditions necessary to begin improving student learning through technology is then presented. This framework is comprised of the following seven interdependent dimensions and key features: (1) learners, including fluency, strengthening the basics, developing higher level skills, increasing relevancy, motivation to learn, and recognition of tradeoffs; (2) learning environments, including learning context, learning content, school culture, technology access, and information/communication; (3) professional competency, including core technology fluency, curriculum/learning/assessment, professional practice/collegiality, and classroom/instructional management; (4) system capacity, including vision, leadership/planning, ensuring capacity, and systems thinking; (5) community connections, including commitment, collaboration, clarity, and communication; (6) technology capacity, including installed base, connectivity, technical support, client orientation, and facilities; and (7) accountability, including deliverables/benchmarks, data collection/interim progress, data-driven decision making, and communication. A chart presents the seven dimensions at a glance. The summary brochure "At a Glance" is appended. (Contains 25 references.) (AEF)

ED 460 678 IR 019 564

Fulton, Kathleen
The Skills Students Needs for Technological Fluency. Learning in a Digital Age: Insights into the Issues.
PUB DATE- 97
NOTE- 76p.; Executive summary is appended.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Computer Uses in Education; Curriculum Development; *Educational Assessment; Educational Change; Educational Objectives; *Educational Policy; *Educational Technology; Elementary Secondary Education; Equal Education; Information Literacy; Information Skills; *Information Technology; Internet; Policy Formation; Skill Development; Student Needs; *Technological Literacy; Technology Integration; Technology Planning
IDENTIFIERS- Access to Technology

This paper looks at how the necessary technology skills have changed over time and how those changes affect the ways in which technology skills are taught and assessed. It reviews how educators' views of technological fluency are shaped by both the "pull" of technology--increasing technical power and

Internet; Learning; Models; Online Courses; *Student Role; *Teacher Role; *Telecourses; World Wide Web

This paper describes the shared responsibility model--in which instructors, institutional administrators, and learners all assume responsibility--for learner success in distance education environments. Discussed in detail are the specific strategies to be deployed by: (1) the instructor, who plans instructional outcomes, selects course content, and ascertains how learning will be assessed; (2) the institution, which accepts the responsibility of delivering education and must provide technical and other assistance to the distance learning environment; and (3) the learner, who must actively engage in those processes that will lead to learning success. The paper explains the Major Levenburg Curriculum Matrix, a decision-making model based on desired educational outcomes and designed to help instructors decide which distance learning tools to use and when. Also described are various distance learning technologies, such as interactive television, the Internet, videotaped lectures, printed materials, audio conferencing, multimedia simulations, and CD-ROM/DVD. (EMH)

ED 460 698 JC 990 038

Shagam, Janet Yagoda; Decker, Janet; Stanley, Ethel
Souvenirs: A Case Study for the 90s.
PUB DATE- 99
NOTE- 37p.; Also produced by BioQUEST Curriculum Consortium of Beloit College, Beloit, Wisconsin.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Case Studies; Classroom Techniques; Curriculum; Educational Resources; Higher Education; Learning Activities; Learning Strategies; Problem Solving; *Science Instruction; Teaching Methods
IDENTIFIERS- *Hantavirus

The case-based study, which presents students with a dilemma that encourages exploration, is becoming a popular method for teaching biology. This Web-based report offers one such case study that asks readers to solve problems and make decisions based on information gathered as they engage with characters or situations in the story. The basis for the study narrative is antavirus, a topic of interest in the global scientific community. The story is broken into five sections: (1) It All Started Here: Old College Friends Return from a Dig; (2) Home Sick: Travelers Show Signs of Illness at Home; (3) What Hit Us? One is Dead and Another is Fighting for Her Life; (4) Of Mice and Men: Identifying the Source of the Infection Continues; and (5) Loose Ends and Law Suits: What are the Real Costs of a Disease? The study can be used as a single unit or it may be broken up and presented, as appropriate, throughout the semester. Included are extensive resources for both instructors and students who wish to try case-based investigations in their courses. (AS)

ED 460 699 JC 990 082

Cohen, Arthur M.
The Hopeful Marriage of Community Colleges and Distance Education: True Love at Last.

place across Ontario, presidents and partners from all 25 colleges urged the government to provide a new learning and human resource development framework to enhance the colleges' contribution to social and economic development. Key charter elements recommended by the General Assembly include: (1) increased board authority; (2) increased institutional flexibility that allows colleges to develop various revenue-generating enterprises; and (3) increased credentials. The report concludes with a call to action, that includes the following steps: (1) consultation among the Board Chairs, Presidents, and Regents; (2) research that can translate the key elements into appropriate categories of legislation, regulation, and policy; and (3) advocacy by the ACAATO Executive on behalf of the charter. Appended is a summary of current regulation governing the colleges. (VF)

ED 460 718 JC 990 293

Association of Colleges of Applied Arts and Technology of Ontario
Annual Report, 1998.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; Annual Reports; *Community Colleges; *Economic Development; *Educational Finance; Educational Objectives; Financial Support; Foreign Countries; *Governance; Job Skills; Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

The 1998 Annual Report of the Association of Colleges of Applied Arts and Technology of Ontario includes messages from the ACAATO chair, Committee of Presidents Chair, and the Executive Director, as well as reports regarding: (1) advocacy and communications, with an update on government relations; (2) research and policy, which looks at physical infrastructure, learning technology, funding, degree granting options, and student assistance; (3) administration and operations, consisting of committee reports by the chair, presidents, and coordinating committees; (4) the Ontario College Application Service, which processes applications and acceptances, and serves applicants and guidance counselors; (5) the College of Ontario Network for Education and Training; and (6) financial statements, which cover current assets, operations and changes in net gains for 1997-98. This is the fifth annual report to summarize the association's progress toward the system-wide objectives of Ontario's colleges of applied arts and technology. The 1998 overview indicates the association's responsiveness and adaptability to meet the needs of Ontario's communities. A total of 25 colleges serve 200 communities across Ontario with programming in English and French. Key performance indicators that measure the success of Ontario colleges are include the satisfaction of graduates employers, and students, as well as graduate rate and employment after graduation. (AS)

ED 460 719 JC 990 294

Association of Colleges of Applied Arts and Technology of Ontario
1998-99 Environmental Scan.
PUB DATE- 98
NOTE- 95p.

PUB DATE- 99
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Benchmarking; *Community Colleges; Comparative Analysis; Economic Impact; *Educational Finance; Educational Planning; *Enrollment; Expenditures; Fees; Full Time Equivalency; *Income; Multicampus Colleges; Resource Allocation; *State Aid; Tables (Data); Time to Degree; Tuition; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

This report presents information comparing the University of Hawaii Community Colleges (UHCC) to benchmark and peer-group institutions on selected financial measures. The primary data sources for this report were the Integrated Postsecondary Education Data System (IPEDS) Finance Survey for the 1995-1996 fiscal year and the IPEDS Fall Enrollment Survey for the fall of 1995. This report found that full-time equivalent (FTE) enrollments increased by three percent from the 1992-1993 fiscal year to the 1995-1996 fiscal year. During this same time, total revenues per FTE decreased by fourteen percent while total expenditures per FTE student remained about the same. In contrast, for the benchmark group, FTE enrollment declined by six percent during this period, while both the total revenues and total expenditures per FTE student increased by thirteen percent. State appropriations accounted for more than three-fourths of total revenues at the UHCC, much of which was distributed to instructional needs, which comprised of more than half of total expenditures. The UHCC devoted more of their resources to instruction, academic support, and public services and less on library and student aid than their peer-group institutions. Appendices A through G include supplemental data tables. Definitions of the benchmark and peer groups, as well as descriptions of the various financial measures presented in the tables, may be found in Appendix H. (TGO)

ED 460 739 JC 990 494

Graduation and Persistence Rates: University of Hawaii Community Colleges, Fall 1987-Fall 1995 Cohorts. A Summary of Selected Data from the NCHEMS/University of Hawaii System Longitudinal Database Project. Special Report.
PUB DATE- 98
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; College Transfer Students; *Community Colleges; *Degrees (Academic); Educational Attainment; *Graduation; Student Attrition; Tables (Data); Time to Degree; Transfer Rates (College); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Graduation Rates; *University of Hawaii Community College System

This report details graduation and persistence rates for degree-seeking students at the seven University of Hawaii Community Colleges (UHCC) from Fall 1987-Fall 1995. The data are from the National Center for Higher Education Management Systems/University of Hawaii System Longitudinal Database Project. The report focuses on full-time and part-time students and first-time and transfer students. Data on graduation rates support the curriculum unit. These areas include art, blocks, dramatic play, literacy, manipulative agents, music, science, and sensory perception. "Investigating the Theme," the largest section of each unit, contains activity ideas to support the development of the whole child. "Affirming Ourselves and One Another," contains activities that focus on cultural identity, diversity, bias and stereotypes, human rights, social action, and community service. "Opening the Door," the final activities section of each unit, provides suggestions to encourage parent and community involvement, including supporting parent involvement, parent education, classroom visitation, and field trips. "Classroom Resources" contains a list of commercial resources that support the unit, including visual displays, children's books, videos, music, computer software, organizations and teaching kits. (SD)

ED 460 757 PS 026 745

York, Stacey
Big as Life: The Everyday Inclusive Curriculum. Volume 2.
PUB DATE- 98
NOTE- 309p.; Cover illustration by Althena Hampton; interior illustrations by Susan Avishai. For Volume 1, see PS 026 629.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change Agents; *Curriculum Development; Curriculum Guides; Early Childhood Education; *Inclusive Schools; Mainstreaming; *Multicultural Education; *Preschool Curriculum; Special Needs Students; Units of Study
IDENTIFIERS- *Antibias Practices; Freire (Paulo); *Transformative Curriculum

This guide is intended to assist early childhood teachers in integrating multicultural, anti-bias education into the curriculum. Following an introduction discussing the goals and elements of a transformative curriculum, Part 1 of this volume presents curriculum units on animals, community, foods, friends, heroes and "sheroes," money, senses, and work. The units include an introductory paragraph, a web, a unit outline, a list of materials to add to classroom interest areas, and activity ideas. Part 2 of the volume describes 9 steps to designing a transformative curriculum: (1) create a collaborative climate; (2) learn about the context; (3) identify the themes; (4) web the unit; (5) outline the web; (6) identify materials to add to the environment; (7) select and plan learning experiences; (8) identify curriculum resources; and (9) transfer the information to lesson plans. Part 2 also contains information on evaluating the curriculum. The concluding section on resources provides information on educational supply companies, resource books, magazines, organizations, and children's music. Appendices list the goals and objectives of a transformative curriculum and provide worksheets and a curriculum planning form. (KB)

ED 460 758 PS 026 895

Hersch, Patricia
A Tribe Apart: A Journey into the Heart of American Adolescence.
PUB DATE- 98
NOTE- 391p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)

Evaluative/Feasibility (142)
DESCRIPTORS- Career Development; Case Studies; *Delivery Systems; *Education Work Relationship; *Educational Development; Educational Legislation; Educational Policy; Educational Practices; Educational Supply; Employer Attitudes; Enrollment Trends; Federal Legislation; National Programs; National Surveys; Outcomes of Education; Participation; Partnerships in Education; Postsecondary Education; *Program Effectiveness; Program Improvement; School Districts; Secondary Education; Statewide Planning; Student Attitudes; Student Characteristics; *Systems Approach; Tables (Data); Teacher Attitudes; *Vocational Education; Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

A national evaluation of school-to-work (STW) implementation was conducted by collecting data on four broad issues: states' efforts to promote the changes envisioned by the School to Work Opportunities Act (STWOA); impacts of local STW partnerships on school and workplace opportunities available to students and creation of coherent STW systems; effects of STW implementation efforts on students' in-school experiences; and STW's impact on postsecondary education and on students' education, training, and employment after high school. Data were collected in three studies: the Local Partnership Survey, which was developed to document the characteristics and development of STW partnerships; in-depth case studies in Florida, Kentucky, Maryland, Massachusetts, Michigan, Ohio, Oregon, and Wisconsin and in selected local sites; and surveys of three cohorts of 12th-grade students in the same eight states to document their career goals, experiences in courses integrating academic and vocational instruction and in the workplace, and perceptions of links between school and workplace components. As of July 1996, 10 of 27 states receiving STWOA had established statewide partnerships. Although career development activities were engaging most students, other STW elements were less pervasive. Few schools offered all key STW components. (Thirty-nine tables/figures are included. Appendices contain the following: local partnership survey completion rates, characteristics of student sample, and student subgroup participation probabilities.) (MN)

ED 460 261 CE 077 500

Productivity Training Project Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 34p.; The Productivity Training Project represents a partnership between the University of Southern Colorado and the Latino Chamber of Commerce of Pueblo, Colorado.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Inplant Programs; *Job Skills; *Job Training; Literacy Education; Models; Needs Assessment; Partnerships in Education; Program Development; Program Effectiveness; Program Evaluation; Skill Development; *Small Businesses; Underemployment; Unemployment; *Workplace Literacy
IDENTIFIERS- Colorado (Pueblo); *Latinos

This report describes the Productivity Training Project (PTP), a partnership between the University of Southern Colorado and Latino Chamber of Commerce (LCC) of Pueblo. The project provided "new economy skills" training to employees of LCC

Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Definitions; *Delivery Systems; Educational Needs; Educational Opportunities; Educational Practices; Educational Quality; *Educational Supply; *Educational Trends; Employee Attitudes; Employees; Foreign Countries; Information Sources; Labor Demands; *Labor Education; Needs Assessment; Nonformal Education; Participation; Training; Trend Analysis; *Union Members; *Unions
IDENTIFIERS- *Canada; Shop Stewards

The questions of what and how working people learn about labor organization and activity in Canada were explored through a review of available literature and face-to-face interviews with more than 30 education officers and union leaders. Unions continue to be the principal source of labor education. Of the many courses and educational experiences that unions offer their membership, steward-training courses tend to be the best developed and documented. However, steward-training courses constitute only a small portion of the labor education that is currently being made available to trade union members and staff. Many unions are offering a sophisticated and integrated educational experience that is allowing union members to learn a variety of skills and knowledge that could be recognized by the formal education system. Special events and schools range from modest 1-day affairs to week-long functions. The measure of the various courses/programs is their success in preparing union members and activists to deal with the concrete demands they face in the workplace, their union, and their community. Some unions insist that labor education be provided primarily by rank-and-file members, others deliver courses through an educational officer, and yet others have "specialists" deliver courses. (A description of the Learning Labour project is appended.) (MN)

ED 460 280 CE 082 645

Meaghan, Diane
A Comparative Investigation of Safer Sex Practices among Canadian and New Zealand Prostitutes. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 8p.; Discussion paper presented at the Annual Conference of New Approaches to Lifelong Learning (4th, Toronto, Ontario, Canada, October 20-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Education; Community Resources; Developed Nations; Education Work Relationship; Educational Research; *Educational Resources; *Empowerment; Foreign Countries; Health Promotion; Informal Education; Information Sources; Physical Health; Prevention; *Safe Sex; Self Advocacy; *Sex Education; *Sexuality; Sexually Transmitted Diseases
IDENTIFIERS- Canada; New Zealand; *Prostitution; *Sex Knowledge

This project examined attitudes, expectations, and behaviors that make prostitutes successful in learning to establish their

Alternative Schools Network are among the many national groups that can provide intermediaries with additional contacts, support, and information. The following programs illustrate how local communities are working to better align their efforts: (1) Communities and Schools for Career Success (located in Springfield, Massachusetts); (2) the Sonoma County, California, School-to-Career Partnership; and (3) the Marriot Foundation's program Bridges....from School to Work. (MN)

ED 460 297 CE 082 787

Miller, Marc S.; Fleegler, Robert
State Strategies for Sustaining School-to-Work. School-to-Work Intermediary Project. Issue Brief.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 10p.; For other Issue Briefs, see ED 444 023, ED 455 384 and CE 082 786.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Advocacy; Agency Cooperation; Cooperative Planning; Decision Making; *Education Work Relationship; Educational Cooperation; Educational Practices; *Educational Strategies; Federal State Relationship; *Government School Relationship; Guidelines; Innovation; Integrated Curriculum; Models; Policy Formation; Program Development; Public Policy; School Business Relationship; Secondary Education; *State Action; State Agencies; State Legislation; State Programs; Statewide Planning; *Sustainable Development; Work Experience Programs
IDENTIFIERS- School to Work Opportunities Act 1994; Work Based Learning

Venture capital provided under the School to Work Opportunities Act 1994 (STWOA) has promoted significant state and local innovation. STWOA's 7-year lifespan assumed that states made a commitment to building sustainable systems when they applied for funds. As STWOA approaches the end of its lifespan, many states are examining and assessing their own and other states' STW initiatives. The following state-level strategies for sustaining STW practice and priorities have emerged: (1) integration of STW with education reform; (2) career-centered curricula; (3) staff who promote and enhance work-based learning experiences; (4) shared governance among state agencies; (5) advocacy by high-level public officials; (6) a focus on employer engagement; and (7) organizing the constituency for state action. The following six broad categories of strategic decision points in formulating state strategies to sustain STW have been identified: (1) the state's level of commitment to sustaining activities previously supported by federal STW dollars; (2) ways the state defines STW goals and principles; (3) the resources being provided by the state to support STW implementation and sustainability; (4) state policy levers advancing activities started under the federal grant; (5) the parties administering the state's STW effort; and (6) the activities that the state is trying to sustain. (MN)

ED 460 298 CE 082 788

Joseph, Ken; Nelson, Victoria; Hayes, Stacey

Hawes); (43) "Adlerian Family Therapy: An Integrative Therapy" (D. Dinkmeyer); (44) "Family Counseling: A Demonstration" (R. Dreikur

ED 460 315 CG 029 207

Gaughan, Edward, Ed.; Faherty, Ellen, Ed.
School Psychology: Prospective and Retrospective Views of the Field. Proceedings of the Annual Alfred University School Psychology Symposium (20th, Alfred, New York, November 1, 1998).
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Proceedings; Elementary Secondary Education; Prevention; *Role; *School Psychologists; *School Psychology

Five contributors, viewing the field from divergent phenomenological spaces, provide a variety of viewpoints on the status of the field of school psychology. In "Glimpses of the Future in Current Practice?" Randy W. Kamphaus discusses the changing nature of school psychology, its two identities today, and the need to adapt a core value for discussion of the future. "School Psychology and Schools: Training and Practice Tracks with No Ties?" by Harold R. Keller presents the viewpoint of a school psychology educator and documents the continuing need to address the child-school interaction and the schooling process. Prevention and systemic issues need future attention. In "School Psychology: A Good and Plausible Future" Timothy Z. Keith calls for a clarification of purpose which would integrate the several roles and activities of the school psychologist into a coherent orientation. "Should School Psychology Exist? Implications of Prevention, Research, and Training" by Joel Meyers provides a framework for the practice of prevention. "Professional Practice, Professional Nicknames, and Professional Diversity: A Prognosis for School Psychology" by Judith L. Alpert and J. Christopher Collier reviews themes regarding emphasis on schools and schooling, service delivery, professional identity, training and practice, and the need for action and change. (EMK)

ED 460 316 CG 029 250

Alsup, Ben; Boundy, Donna; Brown, Jordan; Reisman, David; Rothbart, Betty
Preventing Substance Abuse: An Elementary School Guide.
PUB DATE- 98
NOTE- 17p.; Booklet developed to accompany "Moyers on Addiction: Close to Home." To purchase a videocassette of the program, contact Films for the Humanities and Sciences at 800-257-5126.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Drug Education; Educational Environment; Elementary Education; Intervention; Organizations (Groups); Parent Participation; Prevention; *Programming (Broadcast); Programs; Resources; Risk; *Substance Abuse; *Teaching Methods; *Television
IDENTIFIERS- Child Protection; Guest Speakers

This booklet is designed to be used by teachers in elementary

Nondiscriminatory Education; Public Policy; *Sexual Identity
IDENTIFIERS- American Psychological Association; Canada

The purpose of this paper was to discuss education and accreditation issues with respect to diversity in sexual orientation. The different levels of analyses are approached from the more general to the more specific, ending with a discussion of accreditation issues in psychology. Information pertains to the United States, and includes some information on Canada as well. Topics discussed include legislation and public policy, experiences in university communities, and accreditation and graduate education issues. The paper concludes with author comments concerning the American and Canadian Psychological Associations' position statements on sexual orientation. (ADT)

ED 460 338   CS 013 280

The White Ravens: A Selection of International Children's and Youth Literature, 1994-1998.
PUB DATE- 98
NOTE- 394p.; Supported by the German Ministry for Family, Senior Citizens, Women, and Youth, the Bavarian Ministry of Culture, and the City of Munich.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; Foreign Countries; Global Approach; Reading Material Selection; *Recreational Reading
IDENTIFIERS- Book Fairs

This set of five separately-published annual bibliographies present annotations of children's and youth literature chosen for literary and/or graphic qualities to be part of the Bologna Children's Book Fair. The 1994 bibliography contains over 200 titles in 28 languages from 40 countries; the 1995 issue contains over 170 titles in 25 languages from 38 countries; the 1996 issue contains nearly 250 titles in 27 languages from 43 counties; the 1997 issue contains 275 titles in 23 languages from 43 countries; and the 1998 issue contains 253 titles in 28 languages from 46 countries. Annotations in the bibliography are arranged in 7 groups based on geographic area of the world or family of languages. (Contains author and illustrator name and subject indexes.) (RS)

ED 460 339   CS 013 281

Scharioth, Barbara, Ed.; Weber, Jochen, Ed.
Hello, Dear Enemy! Picture Books for Peace and Tolerance: An International Selection.
PUB DATE- 98
NOTE- 36p.; In cooperation with International Board on Books for Young People (IBBY). Supported by the German Federal Ministry for Family, Senior Citizens, Women, and Youth, the Bavarian Ministry of Education, Culture, Science, and Arts, the City of Munich, and the Association of the Friends of the International Youth Library.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; Foreign Countries; Global Approach; *Peace; *Picture Books; *Reading Material Selection; Stranger Reactions; Violence; *War; World Problems

A. Worley). Articles and poetry in the second issue include: "The House That Jack and Jane Rebuilt: Why Patching the Foundation Won't Support the Structure" (Judith Stitzel); "An Interview with Ruth K. J. Cline" (Lynne Alvine); "Some Observations about Hawthorne's Women" (Barbara Ellis); "When Is a Singing School (Not) a Chorus? The Emancipatory Agenda in Feminist Pedagogy and Literature Education" (Deanne Bogdan); "An Ethnic Passage: An Italian-American Woman in Academia" (Maryann S. Feola); "Community, Stereotype, and Insanity: Eliot's 'Adam Bede' and Dickens' 'Great Expectations'" (Julianne White); and "Bitch Goddess in Academia: Restructuring the Canon at Norman Mailer University" (Maria Bruno). Articles and poetry in the third issue include: "Beauty and the Beast--Wedding Still Pending: Male-Female Integration in the Legendary Fable" (Elouise Bell); "It's a Long Lane That Has No Turning" (Barbara Dreher); "Casey Miller and Kate Swift: Women Who Dared To Disturb the Lexicon" (Elizabeth Isele); "Bearing Witness" (Martha Marinara); "Feminist and Other(?) Pleasures" (Alayne Sullivan); "This Thing of Memory" (Andrena Zawinski); "Kate Chopin's 'Lilacs' and the Story of the Annunciation" (Jacqueline Olson Padgett); "The Question of the Personal: 'Woman' in the Academy" (Carol L. Winkelmann); and "Teaching Ain't No Joke: A Response" (Allison McCormack and Kathryn C. Lacey). Articles and poetry in the fourth issue include: "Psychological Safety of Women on Campus: A Collaborative Approach" (Lynn Butler-Kisber); "Lost and Found in Space: Using Tillie Olsen's 'I Stand Here Ironing' To Encourage Resistance and Identification in the Introductory Literature Classroom" (Linda Cullum); "Charlotte Perkins Gilman and the Feminization of Education" (Deborah M. De Simone); "Writing with a Gun to My Head: Reflections on a Writers' Group, Teaching Writing, and the Creative Process" (Dawn Haines); and "Behind the 'Barred Windows': The Imprisonment of Women's Bodies and Minds in Nineteenth-Century America" (Michelle Mock Murton). (RS)

ED 460 363 CS 216 418

Smith, R. Kent; Johnson, Beth; Mohr, Carole
Groundwork for a Better Vocabulary. Second Edition. Instructor's Edition. Townsend Press Vocabulary Series.
PUB DATE- 98
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Critical Reading; Elementary Secondary Education; Higher Education; Learning Activities; Reading Ability; *Reading Comprehension; Reading Improvement; *Reading Skills; Student Development; *Vocabulary; *Vocabulary Development; Writing Skills
IDENTIFIERS- Contextualized Instruction; *Word Learning

This instructor's edition of a vocabulary textbook for college students, who read at the fifth to eighth grade level, features 25 chapters and teaches 250 basic words. The first and third chapters in each unit contain word-part practices. The second and fourth chapters in each unit contain synonym-antonym practices. The book's last chapter in each unit contains an analogy practice, review, and test. Also included is an answer key, a section on dictionary use, and a word list. The student edition is identical to the instructor's edition except that answers are not provided. (CR)

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to answering questions using information gathered through direct observations, experiments, and other sources. It begins with reference to the particular content standard addressed in the package, the educational level of the package (honors intermediate), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) collect data on effective mystery stories, analyze it, and make a report; (2) plan and report on possibilities for further research; (3) conduct an interview or develop a survey about literature; and (4) evaluate literature according to criteria developed during research. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 387 CS 216 751

Writing & Speaking: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 14p.; Content Standard: Write and Speak: Writing and Speaking; Level: Primary.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Discourse; *Academic Standards; Class Activities; Communication Skills; Performance Based Assessment; Personal Narratives; Primary Education; *Speech Communication; *State Standards; Student Evaluation; *Technical Writing; Writing Exercises; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing and speaking for a variety of academic and technical purposes. It begins with reference to the particular content standard addressed in the package, the educational level of the package (primary), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) teach a skill or activity by writing directions and using illustrations as visual aids; (2) write a fictional story based on a personal experience; (3) write a report; and (4) participate in a panel discussion, making a short presentation and responding to audience questions. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 388 CS 216 752

Tech Reading/Small Engines: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; Critical Viewing; *Film Criticism; *Films; High Schools; Performance Based Assessment; *State Standards; Student Evaluation; *Videotape Recordings
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to interpreting and evaluating complex works of music, dance, theater, visual arts, literature, or media arts applying specific criteria that represent an informed opinion or response. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school); and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) select a film or video to interpret/analyze; view and reflect on the work; (2) select focus for in-depth interpretation/analysis, formulate research questions, and prepare a project plan; and (3) research the questions, present an interpretation/analysis of the film or video. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 410 CS 510 085

The Playwright: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97
NOTE- 11p.; Content Standard: Arts: Arts Creation & Performance; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; High Schools; Performance Based Assessment; *Playwriting; *Production Techniques; Scripts; *State Standards; *Theater Arts; Writing Assignments; *Writing Processes
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to creating and performing original artistic presentations. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) write, direct, and stage three dramatic scenes; (2) create and maintain a playbook (an informal record of playwrighting ideas and related information); (3) create two play drafts and a final working script; and (4) provide an explanation of the playwrighting process. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback

Knowledge; Different Ways of Knowing; Direct Instruction; Expeditionary Learning Outward Bound; The Foxfire Fund; High Schools that Work; High/Scope K-3 Model; League of Professional Schools; Modern Red Schoolhouse; Onward to Excellence; Paideia; Roots and Wings; School Development Program; Success for All; Talent Development High School with Career Academies; and Urban Learning Centers. Brief profiles of the programs explain the ratings each program received, provide additional information about key features, and include the name and address of each program's developer. A reference section lists papers, articles, and books about the approaches, and 8 appendices offer detailed information on the procedures used to review and rate the approaches, as well as tables that provide additional information. (Includes approximately 220 references.) (RJM)

ED 460 430 EA 029 777

Otterbourg, Susan D.
Investing in Partnerships for Student Success: A Basic Tool for Community Stakeholders To Guide Educational Partnership Development and Management.
SPONS. AGENCY- Partnership for Family Involvement in Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 75p.; Duplicate 11x17-inch worksheets not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Programs; Educational Improvement; Elementary Secondary Education; Family School Relationship; *Partnerships in Education; Program Development; School Role

This guide, intended to be used collaboratively, was designed for a broad-range of community groups. It is meant to encourage education leaders to use its material as a guide and as support throughout the continuous-improvement process for partnership planning, development, implementation, management, monitoring/evaluation, and long-term comprehensive planning. It offers guidance in planning and developing partnerships, implementing and managing these partnerships, and monitoring and evaluating these efforts. The guide includes a step-by-step process for starting the continuous-improvement-process model. Step 1 details how to recruit and organize education, business, family, and community stakeholders, ensuring that representatives from all sectors of the community are "at the table." Step 2 shows how to create a vision for a partnership, and step 3 looks at how to take stock based on the vision. How to set up a steering committee is outlined in step 4, whereas step 5 discusses ways to set and prioritize short- and long-term objectives. Step 6 analyzes ways to create action plans and teams, and step 7 demonstrates how to implement action plans. Progress measurement and results review are covered in steps 8 and 9. Each step features a worksheet that provides detailed procedures for accomplishing specific tasks. A set of duplicable 11- by 17-inch templates for each step is included. (RJM)

ED 460 431 EA 029 854

Stuiber, Paul; Swenson, Dean; Normandin, Heidi; Varana, David
Charter School Program: An Evaluation.

Gandolfo, Cecilia
Bridges to Inclusion: Supports for Youth At-Risk with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 5p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Career Development; Change Strategies; Community Programs; Consultation Programs; *Developmental Disabilities; Disability Identification; Employment Services; *High Risk Students; Integrated Services; Models; *Organizational Change; Postsecondary Education; Program Development; Secondary Education; Self Determination; Staff Development; *Youth Programs

This organizational vignette is one in a multi-part series highlighting community providers. This particular issue spotlights Bridge Over Troubled Waters, Inc., of Boston, Massachusetts, an organization that works with youth at risk, many of whom have developmental disabilities. The collaboration between Bridge and the Institute for Community Inclusion (ICI) to develop a program to address the problem of youth with disabilities among the Bridge population is described. Program components included: (1) training to increase the capacity of providers to work effectively with youth at risk with disabilities; (2) a case consultation model in which ICI staff offered feedback, suggestions, and resource recommendations to Bridge staff who identified youth with known or suspected disabilities; (3) an Advisory Committee of representatives from different agencies who were knowledgeable in rehabilitation, secondary and post secondary education, mental health, mental retardation, public health, community health, homelessness, and housing; (4) a monthly seminar series that discussed a particular topic identified by staff; (5) youth support on the career/job search process, including self-determination training; and (6) student portfolios to encourage self-reflection. The outcomes of the Bridge/ICI collaboration and the information gained from the project are identified. (CR)

ED 460 449 EC 306 624

Ferguson, Dianne L.; Meyer, Gwen; Dalmau, Mary; Droege, Cleo; Ferguson, Philip M.; Gudjonsdottir, Hafdis; Katul, Nadia; Lester, Jackie; Moore, Caroline; Oxley, Diana; Ralph, Ginevra; Rivers, Eileen
Reinventing Schools Research Project: Collaborative Research Project on the Merger of General and Special Education School Reforms. Final Report--Executive Summary (Long Version).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 797p.; For the shorter version of this report, see EC 306 580. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Design; Delivery Systems; Educational Change; *Educational Innovation; Educational Policy; Elementary

*Instructional Effectiveness; Low Achievement; *Mixed Age Grouping; Teaching Methods; Track System (Education)

This paper addresses issues in the relationship of instructional grouping to both educational excellence and equity. First, equity issues are considered in light of two court cases: Hobson v. Hansen and Marshall v. Georgia which, together, offer guidelines for equitable ability grouping. Next, the research on the effects of grouping arrangements on learning is summarized in a table comparing four categories of grouping arrangements for dimensions, placement criteria, flexibility, instructional practices, and determination of expectations. A review on achievement grouping and tracking concludes that grouping arrangements alone are not the primary variable for school effectiveness. The importance of using effective practices for all levels, particularly the low achievement levels, is stressed. A section reviewing the research on mixed-age grouping suggests the effectiveness of achievement grouping (not mixed-age mixed-ability grouping) for instruction in reading and/or mathematics. Discussion of excellence issues focuses on use of mixed-ability grouping to achieve world class achievement. Issues addressed include similarities and differences in high quality instruction for high- and low-achieving students, use of nonstandardized expectations in high academic achievement, and mixed-ability grouping and self-esteem. A final section reviews research showing the effectiveness of "considerate" instruction versus traditional "inconsiderate" instruction for both low and high achievers. (Contains 58 references.) (DB)

ED 460 468 EC 306 844

Liberton, Cindy, Ed.; Kutash, Krista, Ed.; Friedman, Robert M., Ed.
A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, Florida, February 26-28, 1996).
PUB DATE- 96
NOTE- 532p.; Tables and figures are not available from ERIC. For individual conference papers, see EC 306 845-918.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Adolescents; Agency Cooperation; Children; Crisis Intervention; *Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Family Programs; Intervention; Mental Disorders; *Mental Health; *Mental Health Programs; Models; Needs Assessment; Program Evaluation; Research and Development; Research Methodology; Research Needs; Residential Programs; Systems Approach; *Theory Practice Relationship
IDENTIFIERS- Wraparound Services

This proceedings document includes papers presented at a conference on children's mental health, systems of care, and research. Papers are grouped into 11 chapters which address the following topics: (1) program and system evaluations (nine papers); (2) managed care in children's mental health (six papers); (3) accountability and information systems (three papers); (4) evaluating wraparound services (two papers); (5) family perspectives (six papers); (6) interagency development and evaluation (seven papers); (7) crisis services and residential care (six papers); (8) service utilization and clinical issues (eleven papers); (9) school-based models (six papers); (10) assessment of service and training needs (five papers); and (11) instrumentation and methodology (thirteen

Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Table and figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Cooperation; Children; *Delivery Systems; Elementary Education; *Emotional Disturbances; *Formative Evaluation; *Integrated Services; *Mental Health Programs; Outcomes of Treatment; Program Development
IDENTIFIERS- Case Management; Florida (Tampa); *Wraparound Services

Three summaries of papers presented in a symposium examine issues in the wraparound model of providing case management and mental health services to children and adolescents with emotional/behavioral disorders. The papers describe 30 months of participatory program evaluation and simultaneous program development between the University of South Florida's Child and Family Policy program and a mental health supported elementary school-based program in Tampa (Florida). The three summaries describe how simultaneous, participatory process of evaluation and program development defined the wraparound model, measured outcomes, and identified elements of program policy, management, and practice that were undermining the integrity of the intervention. The papers are: (1) "Deciphering the Tower of Babel: Preliminary Steps toward Establishing a Theory Base for Wraparound Fidelity" (Rosalyn Malysiak); (2) "Establishing Wraparound Fidelity through Participatory Evaluation" (Rosalyn Malysiak, Al Duchnowski, Marcia Black, and Michael Greeson); and (3) "Preliminary Outcomes of a School-Based Wraparound Program" (Norin Dollard and Robert Slewczkowski). (Contains 17 references.) (DB)

ED 460 488 EC 306 864

Clark, Hewitt B.; Boyd, L. Adlai; Lee, Barbara; Prange, Mark E.; Barrett, Beth; Stewart, Elizabeth Steinhardt; Rose, Mark R.; Knapp, Kristin
Individualized Service Strategies for Children with Emotional/Behavioral Disturbances in Foster Care: Summary of Practice, Findings, & Systemic Recommendations.
PUB DATE- 96
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; *Delivery Systems; *Emotional Disturbances; *Foster Care; Individualized Programs; *Integrated Services; Outcomes of Treatment; Placement; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Case Management; *Wraparound Services

This paper presents results of an evaluation study of the Fostering Individualized Assistance Program (FIAP), an effort to provide individualized wraparound supports and services to foster children with emotional/behavioral disturbances and their families (foster, biological, and/or adoptive). The program aims to stabilize child placement and improve child emotional and behavioral adjustment through means such as: (1) child and family assessment; (2) life-domain service planning;

detention programs. Boys Town short-term crisis shelter programs were designed to provide a safe and therapeutic environment for homeless and runaway youth in need of short-term crisis services. The program also offers a range of short-term residential programs. A study involving more than 2,000 admissions to these programs between January 1994 and July 1995 indicates that youth from seven shelters demonstrated remarkable similarity in their profiles. Youth problems included delinquent behavior, school problems, substance use issues, out of control behavior, and mental health issues. Family stressors were also identified and included substance use, criminal involvement, parental marital problems, parental financial issues, and parental discipline issues. Indicators of the success of the short-term residential and staff secure detention programs included: (1) low occurrence of negative incidents, including physical aggression, out of control behavior, runaway, inappropriate behavior and suicidal gestures; (2) high participant satisfaction; and (3) the percentage of youth reunified with their families. (CR)

ED 460 507 EC 306 883

Dickert, Jeff; Sotinsky, Ted
Evaluating the Appropriateness and Effectiveness of Long Term Inpatient Psychiatric Treatment for Adolescents.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Evaluation Methods; Measurement Techniques; *Measures (Individuals); *Mental Disorders; Psychiatric Services; *Residential Programs; *Severity (of Disability); Student Placement; Termination of Treatment; *Test Validity

This paper describes the outcomes of a study that explored the significance of the Severity of Illness Rating Scale (SIRS) as a tool for utilization review and program evaluation. The SIRS was first introduced in March 1993 and soon became the centerpiece for the Arthur Brisbane Child Treatment Center's Utilization Review Plan. Since its implementation, the monthly average in-house lengths of stay at Arthur Brisbane (an intermediate to long-term state psychiatric hospital) have decreased 142 days, from 234 days in March 1993 to 92 days in February 1996. The SIRS study involved 63 adolescents (ages 11-17) admitted and discharged between August 1, 1994 and July 31, 1995. The average admissions' SIRS scores, discharge settings, and the adolescents' ages proved to be reasonably good predictors of length of stay. Adolescents with higher SIRS scores, who were placed residentially and who were younger, had longer stays. The SIRS scores supported the appropriateness of admissions and, to a lesser extent, program assignments. The SIRS scores also reported improvement from the point of admission to discharge in 7 out of 8 categories of functioning. (CR)

ED 460 508 EC 306 884

Hodges, Kay; Leaf, Phillip J.; Behar, Lenore B.; Hersch, Phyllis;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Children; Community Programs; *Cultural Differences; Elementary Secondary Education; *Emotional Disturbances; Employment Services; Higher Education; Information Needs; *Job Placement; Mental Health Programs; *Minority Group Children; *Multicultural Education; Public Health; *School Community Relationship
IDENTIFIERS- Florida

This paper contains summaries of research projects of three graduate students participating in the Multicultural Mental Health Training Program at the University of South Florida's Florida Mental Health Institutes. The students' work involved the development of evaluation or research projects with ethnically diverse minority communities. The first study, "Working Together for the Children: School-Community Partnerships in East Tampa" (M. Yvette Baber), describes the results of a qualitative evaluation of locally based efforts to increase levels of interaction between schools and parents from East Tampa, Florida. The success of the East Tampa School-Community Partnership is described. The second study, "Community-Based Job Service Programs: The First Step toward Community Economic Revitalization" (Tracy Lea McPhail), describes the use of community-based job development efforts to increase economic revitalization. The third study, "Health Information Effectively to Middle-Income African-American Communities" (Kimberly Michelle Harper), describes preferred sources of health information for middle-income African-American families, as well as how health risks are perceived differently among ethnic populations. Each summary contains references. (CR)

ED 460 527 EC 306 903

Koch, J. Randy; Brunk, Molly; McCall, Dwight; Zhuo, Zhangqing
The Continuum of Care Study: An Assessment of Child/Adolescent Service Needs within the Public Mental Health System.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Clinical Diagnosis; *Emotional Disturbances; Integrated Services; *Mental Health Programs; *Participant Characteristics; *Predictor Variables; Program Effectiveness; Program Evaluation; *Student Needs; Surveys
IDENTIFIERS- *Virginia

This paper discusses the results of a study that investigated the need for services across the continuum of child/adolescent mental health services in Virginia. Specific objectives of the study were to: (1) describe the youth receiving services; (2) determine where and to what extent gaps in services exist; (3) determine the reasons why youth do not receive services; (4) empirically classify youth on the basis of service packages received; and (5) identify those socio-demographic, clinical, and treatment history variables that best predict the service

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Alcohol Abuse; Congenital Impairments; *Disabilities; Disability Identification; *Educational Attainment; Elementary Secondary Education; *Eligibility; *Fetal Alcohol Syndrome; Multiple Disabilities; Preschool Education; *Special Education; *Special Health Problems
IDENTIFIERS- *Alaska

This study examined the educational records of 36 children who met all or most of the criteria for fetal alcohol syndrome (FAS) and who were referred to special education in Anchorage, Fairbanks, or Juneau (Alaska) school districts. Thirty of the children were found to have medical comorbidities independent of the findings generally associated with FAS and which by themselves could explain the special education and related services they received. Qualifying conditions for children varied widely and included speech impairment (34 percent), mental retardation (20 percent), pre-school disabilities (14 percent), learning disability (20 percent), serious emotional disturbance (6 percent), and multiple disabilities (6 percent). The types of services received were similarly varied. Intelligence and achievement results varied from high average to severe mental deficiency. The study found that there is no consistent pattern of educational deficit or service requirement associated with FAS. Results also suggest that factors other than in-utero alcohol exposure, including exposure to other in-utero toxins, child abuse and neglect, poverty, and exposure to a chaotic social environment, may determine neurologic and developmental outcomes for children diagnosed with FAS. The study concluded that designating FAS as a qualifying condition for special education services does not seem warranted. (Contains 22 references.) (DB)

ED 460 548 EC 307 175

Bullock, Lyndal M., Ed.; Gable, Robert A., Ed.
Implementing the 1997 IDEA: New Challenges and Opportunities for Serving Students with Emotional/Behavioral Disorders. Highlights from the Forum on the 1997 IDEA (Orlando, Florida, February 20-21, 1998).
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Behavior Disorders; *Compliance (Legal); Discipline; *Educational Legislation; Elementary Secondary Education; *Emotional Disturbances; *Federal Legislation; *Individualized Education Programs; Interpersonal Competence
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This document is comprised of presentations and highlights from a 1997 forum on implementing the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). The forum focused on provisions of IDEA that relate to individualized education program (IEP) requirements in the areas of conduct, social skills, academics, and ways to implement disciplinary requirements with students having emotional or behavioral disorders. Presentations by keynote speakers are included in full and are: (1) "Overview of the 1997 Individuals with Disabilities Education Act" (Eleanor Guetzloe); (2) "Translating the IEP into Practice: Ensuring Positive Outcomes for Students with Emotional and Behavioral Disorders in the Areas of Conduct and Social Skills" (James Fox and others); (3)

Education; Guidelines; *Public Schools; Space Utilization; *State School District Relationship; State Standards; *Technology Integration; Telecommunications
IDENTIFIERS- *New Jersey

The New Jersey Department of Education, as part of its goal to modernize its learning environments, has established a Distance Learning Network Aid program. The program supplies funding to school districts to participate in a statewide technological network system designed to support achievement of the state's Core Curriculum Content Standards. This document provides guidelines to assist local districts and county coordinating councils in developing their distance learning plans. The first section addresses the educational specifications in the classroom design that reflect a technology-rich learning environment. The design and review processes and the organization of the educational specifications are discussed. The second section presents guidelines for modernizing learning environments with educational technology. The final section details the new areas of school activity created when a technology infrastructure is adopted, including the use of instructional television, media centers, TV production facilities, and distance learning. Appendices provide an sample of an educational specifications form, a glossary of communications technology terms, a clarification of electronic communication systems terms, specifications on wiring and classroom diagrams, and a study supplement program and recommendations. (GR)

ED 460 568 EF 005 146

Vallant, Bob
Turn on the Lights! Using What We Know about the Brain and Learning To Design Learning Environments. Issue Trak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Educational Environment; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; Instructional Improvement; *Intellectual Development; Learning Theories; *Public Schools
IDENTIFIERS- Neuropathology

Developments in the field of brain research that focus on how humans learn is beginning to influence the way schools are being built and renovated. This report discusses how the brain learns, explores how this knowledge can be used to inform learning theory, and describes what instruction would be like in a brain-based learning environment as well as the implications on facility design. School designs incorporating house concepts, technology networks, and flexible spaces are examples of designs that are compatible with brain-based learning. Concluding comments provide the questions facility planners should ask their clients who wish to implement some of these design approaches to create brain-based learning environments. (GR)

ED 460 569 EF 005 147

Meeks, Glenn E.; Fisher, Ricki; Loveless, Warren
Implementation Costs for Educational Technology Systems. Issue

Environments.
PUB DATE- 96
NOTE- 6p.; Paper presented at the Annual GASCD Conference (Athens, GA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Educational Facilities Design; *Educational Improvement; Elementary Secondary Education; *Learning Experience; Public Schools

The school environment must create a rich, beautiful, dynamic, meaningful experience for students to learn; however, architects, school boards, and the state focus almost exclusively only on the building when making design decisions. This document lists specific aspects to developing a visionary campus: one that provides a three-dimensional educational experience. Characteristics of the visionary campus include smaller size campuses, multi-age groupings, decentralized buildings, information access that goes beyond written or digital form, and sustainable architecture that is ecologically sound. (GR)

ED 460 594 EF 005 313

Preparing Your School Building for Technology. Proceedings of the Council of Education Facility Planners International (CEFPI) Conference (Vancouver, British Columbia, Canada, October 4-7, 1998).
PUB DATE- 98
NOTE- 159p.; No longer available online.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Design; *Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; Public Schools; *Technology Integration
IDENTIFIERS- Retrofitting; Technological Infrastructure; *Technology Implementation

Participants in the 1998 annual technology conference of the Council of Educational Facility Planners, International discussed adapting today's school buildings to meet the new educational technology. This document presents the presentation materials (mostly copies of slides or transparencies, with little or no accompanying text) delivered by speakers at the conference. Each presenter addressed the overall subject of the classroom of the future and explored such topics as educational technology planning, developing computer and video infrastructures, educational technology costs, hardware considerations, and bidding and purchasing of technology. (GR)

ED 460 595 EF 005 330

Evans, Ann M.
School Facility Recommendations for Class Size Reduction.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Size; *Educational Legislation; *Elementary Schools; *Kindergarten; Primary Education; Public Schools;

are in Finnish, Estonian, or English, but all have accompanying English abstracts. The topics discussed in the papers include the following: speed and accuracy of grammatical judgments in the first and second language; native language, foreign language, and thinking; comparison of Finnish writing skills of students taught in a Swedish immersion program and students taught in the native language (Finnish); the International Baccalaureate and its emphasis on Finnish; Finnish language proficiency and minority language speakers in an immersion context; patterns of English-Finnish codeswitching; interlanguage conversation; test results of Estonians learning Finnish as a second language; language teachers reflections on their professional choices; relevance of linguistic and psycholinguistic studies to mother tongue instruction; verbs and noun phrases in philosophical essays; Latin in English medical texts and the possibilities for interdisciplinary integrated teaching; structural analysis of sentences with "It" as a formal object; language usage and electronic mail; native language influence on the teaching and learning of Finnish and Estonian; terminology associated with electric money in the Finnish media; oral proficiency of advanced language learners; classroom interaction; language testing; learning diaries; and language policy and planning in Estonia. (VWL)

ED 460 618 FL 025 590

Alanen, Riika
"HYVAT, PAHAT JA TARKAT": Mita Kielenoppijoiden kieliopillista hyvaksyttavyytta koskevat arviot ja niiden nopeus kertovat heidan kielitaidostaan (Speed and Accuracy of Grammatical Acceptability Judgments in the First and Second Language).
PUB DATE- 98
NOTE- 18p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *English (Second Language); Finnish; Foreign Countries; *Grammar; *Grammatical Acceptability; Higher Education; *Language Proficiency; Language Research; Metalinguistics; Second Language Learning; Uncommonly Taught Languages

Grammaticality judgments are a metalinguistic task type frequently used in second language research. With the addition of response time measurement, often called reaction time measurement, a measure of metalinguistic performance is achieved that can be used to investigate the degree of automatization of linguistic knowledge in language users. This study examined the speed and accuracy of grammatical acceptability judgments of English second language (L2) and Finnish first language (L1) sentences by university students of English (n=66), and the relationship of these judgments to English proficiency and foreign language communicative anxiety. After cluster analysis the students were divided into four groups: those who had a high English proficiency, those who were accurate, or slow in their English judgments, and those who had a lower English proficiency and who were also inaccurate in their judgments. It is suggested that one reason for the systematic differences in performance could be into the Estonian society) and to develop the international communication (European integration). In 1997, the Estonian Language Strategy document had been compiled. The Republic of Estonia needs one certain language strategy that would be complemented in case of need. (Author/VWL)

ED 460 639 FL 025 645

Fujita, Mariko; Sakamoto, Masako
EFL Composition Evaluations by Native EFL and Japanese EFL Instructors.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the Japan Association for Language Teaching (23rd, Hamamatsu, Japan, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; Japanese; *Language Teachers; *Native Speakers; Second Language Instruction; Second Language Learning; *Teacher Characteristics; *Writing (Composition); *Writing Evaluation; Writing Instruction
IDENTIFIERS- Japan

This study compared the writing evaluations performed by native English speakers and native Japanese speakers who teach writing in English as a foreign language (EFL) in Japan. Subjects were 32 Japanese and 32 native English-speaking EFL instructors, divided into 2 mixed groups of equal size and proportion. One group evaluated an authentic composition by a Japanese university student, written in a Japanese rhetorical pattern and modified for the study's purpose; the second group evaluated a composition written by one of the researchers and based on a North American rhetorical pattern. It was found that: (1) both groups rated the composition based on an American rhetorical pattern higher than that written on a Japanese rhetorical pattern; (2) for both groups, organization was the most pervasive assessment criterion; (3) grammatical errors did not influence either group in assessing compositions; and (4) several teachers had totally different perceptions of the compositions. Both compositions are appended. (Contains 22 references.) (MSE)

ED 460 640 FL 025 717

Haigh, Rosemary; Lennon, Patricia; Moore, Douglas; Taliercio-Cohn, Carmela
Facilitating Proficiency, Authentic Assessment, the Internet and Student Activities.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages (45th, New York, NY, April 16-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); Evaluation Methods; Food; International Organizations; *Internet; Introductory Courses; Neighborhoods; *Performance Based Assessment; *Second Language Instruction; *Second Languages; *Student Evaluation;

by class origins. While Canada now has the world's higher educational attainments in its youth cohort and has experienced rapid growth in adult education participation as well, those from professional/managerial families remain more than three times as likely to attain a degree as those from working class origins. There is also mounting evidence that escalating financial costs are again increasing the relative class inequalities in university education. These large and increasing class inequalities are compared with the much more equitable and extensive participation in informal learning found in a recent national survey, as well as the underemployment of working class people in the Canadian job structure. In light of these educational and economic inequalities, needs-based student subsidies and democratic workplace reforms are seen as major means to address persistent discrimination against the learning capacities and aspirations for university education of those from lower class origins. (Contains 4 tables and 37 references.) (Author)

ED 460 660 HE 034 587

Choy, Susan
Students Whose Parents Did Not Go to College: Postsecondary Access, Persistence, and Attainment. Findings from the Condition of Education, 2001.
PUB DATE- 01
NOTE- 39p.; For "Findings from the Condition of Education, 2000," see ED 448 899.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Preparation; *College Students; Course Selection (Students); Curriculum; *Educational Attainment; High School Students; High Schools; Higher Education; *Parent Background
IDENTIFIERS- Condition of Education (NCES); *First Generation Students

"The Condition of Education" summarizes important developments and trends in U.S. education using the latest available data. The 2001 edition had a special focus essay on the access, persistence, and success of first-generation students (students whose parents did not attend college). To make the essay available to audiences interested in how academic preparation in high school can increase postsecondary education opportunities, the essay is reprinted in this document. The essay summarizes findings of a recent series of National Center for Education Statistics studies about the experiences of high school graduates and postsecondary students whose parents did not attend college. Data are from the National Education Longitudinal Study, the beginning Postsecondary Students Longitudinal Study, and the Baccalaureate and Beyond Longitudinal Study. These studies show that such students are at a distinct disadvantaged when it comes to accessing postsecondary education, and those who overcome barriers and enroll in postsecondary education remain at a disadvantage with respect to staying enrolled and attaining degrees, even when there is control for other factors. Rigorous high school course-taking mitigates, but does not completely close, the gaps in access and persistence. For students who do earn a degree, labor market outcomes in the short term are similar regardless of their parents' education. (Contains 11 figures, 8 tables, and 14 references.) (SLD) applications that affect what workers and citizens need to know in an information society--and the "push" of content standards that affects what students are expected to learn and new views of how learning takes hold. The paper reviews the approaches various states and districts have taken to setting standards--embedding technology standards within curricular areas, or developing discrete technology skills and assessment measures--and gives examples of some promising practices. The challenge of building consensus for, and policies that support, technological fluency raises a number of issues for policymakers. These include the question of teacher competence, the amount and kinds of testing necessary to track progress, issues of equity, and implications for research. This document includes sections that cover: (1) changing definitions; (2) factors influencing today's necessary skills; (3) information literacy in the age of the Internet; (4) state and district technology skill standards and assessments; (5) technology proficiencies in promising projects; and (6) implications for policy. The executive summary is appended. (Contains 45 endnotes.) (AEF)

ED 460 679 IR 055 700

Lauber, Jeanne
Adult Returning Students and Their Library Needs.
PUB DATE- 95
NOTE- 35p.; Master's Research Paper, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; College Students; Higher Education; Interviews; *Library Services; *Needs Assessment; Questionnaires; *Reentry Students; Systems Approach; *User Needs (Information)

Interviews with 20 adult returning students investigated their library needs. Seventeen female and three male undergraduates aged 23 years and older at colleges in three cities in North Carolina participated. Many adult students have needs that differ from those of traditional undergraduates, especially in dealing with technology. The time pressures under which many adult students operate should be acknowledged by the college and its library. All library workers should have patience with returning and adult students. User training should be available for these students at times they can attend. A systemic approach to the adult returning student will yield better results than individual reactive methods. Input should be sought from the students themselves since their needs have implications for decisions about library operation, budgeting, and staffing. Appendixes include a chart of adult student statistics, a study consent form, and the interview format. (Contains 2 tables and 34 references.) SLD)

ED 460 680 IR 055 863

Fact Book on Library Aid, 1996 and State Library Services to the People and Libraries of New York.
PUB DATE- 96
NOTE- 44p.; For the 1992 Fact Book, see ED 345 723.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; *Computer Mediated Communication; Curriculum Development; *Distance Education; *Educational Technology; Futures (of Society); Internet; *Nontraditional Students; Student Needs; Two Year Colleges

Driven by the inability of traditional higher education institutions to accommodate the increasing number of people demanding postsecondary education, community colleges are implementing new modes of access to their programs. One of the most popular means of access is distance education, which promises education beyond the boundaries of the traditional classroom. This paper questions the use of distance education as a substitute for traditional learning. It discusses employing new technological methods such as telecourses, multimedia conferencing, and interactive video programs, and the potential burdens on faculty as well as the disadvantages to students. The student-teacher relationship and the subtler elements of live teaching, such as voice intonation, nuances of body movement, and cues coming from instructors and other students, are lost in distance education, as is the notion of designed instruction. And since technology currently becomes obsolete much more quickly than buildings and live instructors, the cost-effectiveness of distance education and its required components remains in question, especially since, in higher education overall, distance education students compose only five percent of total enrollment. The author asserts that distance education defined as any type of non-campus learning opportunity will take its place as a parallel form of learning, a supplementary, not primary, instructional form. (EMH)

ED 460 700 JC 990 089

Cohen, Arthur M.
Transfer from California Community Colleges.
PUB DATE- 99
NOTE- 14p.; Paper presented to the Little Hoover Commission (Sacramento, CA, March 25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *Community Colleges; *Curriculum; *Enrollment Influences; Higher Education; Policy Formation; Program Improvement; Recruitment; *Transfer Policy; *Transfer Rates (College); *Transfer Students; Vocational Education
IDENTIFIERS- *California Community Colleges

This article focuses on the transfer of students from California community colleges to four-year colleges and universities. Following a brief introduction to laws and procedures specified upon the inception of community colleges in California in 1910, and a recognition of the difficulty in student transfer throughout the history of higher education institutions, the article discusses the calculation of transfer rates and their variation among the states. Nationally, rates are low where community colleges have been organized as vocational centers, as in Indiana, and high where they are closely articulated with

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Decision Making; Educational Change; Educational Objectives; *Environmental Scanning; Foreign Countries; Governance; Higher Education; Organizational Development; *Strategic Planning; Trend Analysis; Universities
IDENTIFIERS- Ontario Colleges of Applied Arts and Technology

The 5th edition of the Environmental Scan is presented by the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO). This planning document builds on the feedback received from college stakeholders regarding its value and usefulness in supporting the colleges' strategic planning processes. The Scan's primary objective is to lessen the randomness of information used in decision-making, and to alert managers and decision makers to trends and issues that may affect organization. Environmental scanning assists educational institutions in understanding the changing needs of learners and in shaping how they market their programs and services to meet those needs. In order to focus this scanning, the environment is organized along three levels: (1) the macro environment, which examines the social, technological, economic, environmental and political sectors; (2) the industry environment, which focuses on those factors and forces influencing a specific sector, such as government student assistance programs; and (3) the task environment, which concentrates on those areas specific to an institution. The nine sections of this document, each of which presents Key Findings and relevant tables, are divided as follows: (1) Economy and the Labor Force; (2) Education and Training; (3) Funding and Income; (4) Information Technology; (5) Ontario Population; (6) Public Policy; (7) Operating Expenses; (8) Learners; and (9) Human Resources. (36 references) (AS)

ED 460 720   JC 990 295

Grubb, W. Norton; Badway, Norena; Bell, Denise; Castellano, Marisa
Community Colleges and Welfare Reform: Emerging Practices, Enduring Problems.
PUB DATE- 99
NOTE- 37p.; Supported by funds from the David Gardner Chair of Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; Demography; Employment; Institutional Mission; Job Skills; Labor Force Development; Poverty; *School Community Relationship; *State Programs; Two Year Colleges; *Welfare Recipients; *Welfare Reform

This paper explores the impact of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996 on the work training being provided to welfare recipients by community colleges. This bill changed the approach for addressing poverty from a human capital perspective, which emphasizes the need for training and education to achieve self-sufficiency, to a "work first" conception, which stresses immediate employment as the path to self-sufficiency. The authors conducted interviews with state officials administering community colleges who were involved with welfare reform; observed exemplary local programs over a period of 2 years to see what effective efforts looked like; and drew on a survey of ten states in the process of include both associate and baccalaureate degrees. A glossary of key terms, highlights from the data tables and a summary of the overall findings are included. According to the persistence data, 53 percent of degree-seeking students who begin at one of the UHCC campuses will return for their second year. Students of Japanese, Chinese, and Filipino ancestry have the highest one-year persistence rates. The data do not reveal a notable difference between men and women in overall persistence patterns, however, women maintain slightly higher graduation rates than men after six years, 28 percent to 25 percent respectively. The graduation section reports that close to 27% of degree-seeking students entering the UH community colleges can be expected to graduate within six years of entry; about 19 percent earn an associate degree over an average period of 3.3 years; and women maintain slightly higher graduate rates than men after six and eight years. The document provides explanations of the data tables throughout the report. (TGO)

ED 460 740 JC 990 495

Graduation and Persistence Rates: A Summary of Selected Data from the NCHEMS/University of Hawaii System Longitudinal Database Project. Special Report.
PUB DATE- 97
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; College Transfer Students; *Community Colleges; *Degrees (Academic); Educational Attainment; *Graduation; Student Attrition; Tables (Data); Time to Degree; Transfer Rates (College); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Graduation Rates; *University of Hawaii Community College System

This report highlights graduation and persistence rates for degree-seeking undergraduate students at the University of Hawaii Community Colleges, as of January 1997. The report covers seven campuses: Hawaii, Honolulu, Kapiolani, Kauai, Leeward, Maui, and Windward. The data are from the National Center for Higher Education Management Systems/University of Hawaii System Longitudinal Database Project. The report includes full-time and part-time students, as well as first-time and transfer students. A glossary of key terms, highlights from the data tables and a summary of the overall findings are included. According to the persistence data, 53 percent of degree-seeking students who begin at one of the University of Hawaii Community Colleges will return for their second year. Students of Japanese, Chinese, and Filipino ancestry have the highest one-year persistence rates, while students of Caucasian and Hawaiian ancestry have the lowest. The data did not find a notable difference between the persistence patterns of men and women. The graduation section reports that close to 27% of degree-seeking students entering the UH community colleges can be expected to graduate within 6 years of entry; about 19 percent earn an associate degree over an average period of 3.3 years; and women maintain slightly higher graduate rates than men after 6 years. The document provided explanations of the data tables throughout the report. (TGO)

ED 460 741 JC 990 496

Planning Information, University of Hawaii Community Colleges,

DESCRIPTORS- *Adolescent Behavior; *Adolescent Development; *Adolescents; Case Studies; High School Students; High Schools; Middle School Students; Middle Schools; Parent Attitudes; *Parent Child Relationship; Peer Groups; Peer Influence; *Peer Relationship; Qualitative Research; Self Concept; Sexuality; Student Attitudes; Student Behavior; Student School Relationship
IDENTIFIERS- Risk Factors

Noting that half of America's adolescents are at risk for serious problems such as substance abuse, accident-prone lifestyles, and delinquent behavior, this book explores the world of adolescents through the study of eight middle-school and high-school students from Reston, Virginia. These eight teenagers were selected based on gender, ethnicity, and family status. Four of the teens came from intact families, two from single-parent families, and two from stepfamilies. The story of each character is chronological, covering the years from 1992 and 1995, although the book's chapters are not necessarily sequential within that time frame. Part One of the book, "Stepping Inside," explores the world of school from the adolescents' perspective, and introduces the main characters. Chapters in this section include: (1) "On the Brink"; (2) "Speaking Out/Acting Out"; and "Honor and Other Relative Things." Part Two, "Making Contact," exposes a different focus of each youngster's life through conversations with the adolescents. Chapters in this section include: (1) "Out of the Whirlwind and on to the Playing Field"; (2) "A Circle of Friends: It's Not Peer Pressure, It's the Adolescent Way of Life"; and (3) "Sex: Let's Get It Out of the Way, but Don't Look at Me Naked." Part Three, "Making Sense," reveals how the adolescents try to make sense of their lives. Chapters in this section include: (1) "Rearrange Your Room when You Can't Arrange Yourself"; (2) "The Dilemmas of a Fourteen-Year-Old Girl: Contradictions as a Way of Life"; and (3) "Broken Promises: Theirs and Ours." The book concludes that adolescents need adults in their lives to serve as role models; they need the watchful eyes and the community standards that provide greater stability; and they need appreciation for who they are. (LPP)

ED 460 759   PS 026 919

King, James R.
Uncommon Caring: Learning from Men Who Teach Young Children. Early Childhood Education Series.
PUB DATE- 98
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; *Elementary School Teachers; *Males; Nontraditional Occupations; *Primary Education; Sex Differences; *Sex Role; Sex Stereotypes; Sexual Orientation; *Teacher Attitudes; *Teacher Characteristics; Teacher Role; Teacher Stereotypes; Teacher Student Relationship; Teaching Experience
IDENTIFIERS- Caring

Kindergarten, first-, second-, and third-grade teachers spend most of their days with young children during what are, some would argue, the most important and formative years of schooling. In this challenging and rewarding effort, men are almost nonexistent. This book evolved from a study of a group of men who teach primary school. Organized in three parts, the book addresses issues related to teaching as caring, teaching as gender-specific behavior, and the relationship of sexual member businesses and basic skills training to the unemployed or underemployed. The report explains how PTP made progress in achieving most of its nine objectives: (1) it refined processes through which partnerships were established; (2) LCC's Corporate Advisory Council served as the Partners Council to oversee the project; (3) PTP customized programs of instruction to meet content and time requirements of a very wide variety of businesses; (4) PTP adopted a consultative approach to uncover workplace issues upon which to provide training; (5) it did not conduct job-task analyses; (6) it delivered new economy skills instruction to 552 employees; (7) it served 762 individuals, 513 of whom achieved measurable gains in academic proficiency in one module of instruction or other training related goals; (8) it provided customized training for 45 LCC member businesses; and (9) PTP produced a final report. An evaluation of PTP based on interviews with 17 stakeholders categorizes seven themes that address project effectiveness into three groups: workplace education in the community (community and cultural context, business/education needs, barriers to providing workplace education), program strengths (instructor expertise, impact of training), and program challenges (marketing, past/future). (YLB)

ED 460 262 CE 077 627

O'Neal Training Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 351p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Computer Assisted Manufacturing; Curriculum Guides; Inplant Programs; Instructional Materials; Learning Activities; Learning Modules; Lesson Plans; Machine Tools; Machinists; *Mathematics Instruction; Mathematics Skills; *Measurement; Measurement Equipment; *Metal Industry; *Metal Working; Metric System; Numeracy; Numerical Control; *Occupational Safety and Health; Problem Solving; Reading Comprehension; Safety; Safety Education; Student Evaluation; Technology Education; *Workplace Literacy
IDENTIFIERS- *Steel

This training manual provides 42 lessons developed for a workplace literacy program at O'Neal Steel. Each lesson consists of a summary sheet with activities and corresponding materials and time; handout(s); pretest; instructor materials and samples; and worksheet(s). Activities in each lesson are set induction, guided practice, applied practice, and closure. The first 41 lessons are categorized into 5 groups. The 15 general lessons are as follows: introductory lesson--O'Neal Company history; fraction; fraction and decimal review; conversion I and II; measurement--standard and metric tape measure, caliper, and micrometer; safety--general, Material Safety Data Sheet, and lockout/tagout; O'Neal computer--WIZ mail (electronic message system); O'Neal Company--checking stock; O'Neal completing orders; and International Organization for Standardization (ISO) 9000 and O'Neal Quality Policy. Five lessons are in the shear section: safety; job procedure; work orders; computer numerical control--basic set-up; and problem solving. The section on loaders consists of 12 lessons: safety; codes and abbreviations; measurement of structural shapes, bar autonomy and work safely. Ethnographic studies were conducted of 47 prostitutes in Canada and 60 in New Zealand through semi-structured interviews, focus groups, and open-ended discussions supplemented by researchers' observations and participation in the culture of sex trade work. Women new to the streets and experienced women involved in various genres of sex work were surveyed as to how they came to acquire a working knowledge about safer sex practices and what specific practices resulted from that knowledge. Findings suggested that, in the course of their daily work, most prostitutes learn to deal with issues of intimacy, decision making, communication, negotiation, and assertiveness. Prostitute practices acquired outside of formal educational systems constituted an alternative body of educational knowledge that could efficiently use community resources to inform and teach about issues concerning safer sexual interactions. Staffed by workers who were in or formerly part of the sex industry, the New Zealand Prostitutes' Collective was the first cooperative effort between the government and sex workers to promote safer sex practices in the sex industry. Sex workers wanted to create an organization that would empower them and advance their political and legal cause. (Contains 27 references.) (YLB)

ED 460 281   CE 082 647

Haig-Brown, Celia
Some Thoughts on Protocol in University/Community Partnerships. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 7p.; With commentary by Kaaren Dannenmann. Paper presented at the Annual Conference of New Approaches to Lifelong Learning (4th, Toronto, Ontario, Canada October 20-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Canada Natives; *Chippewa (Tribe); Colleges; Cultural Activities; *Cultural Education; Cultural Maintenance; Culturally Relevant Education; Demonstration Programs; Developed Nations; Epistemology; Foreign Countries; Indigenous Populations; *Informal Education; Instruction; Knowledge Base for Teaching; *Nonformal Education; Research Problems; *School Community Relationship; Student Empowerment; Teacher Effectiveness; Teacher Role; Theory Practice Relationship; Tribally Controlled Education
IDENTIFIERS- Canada

The pilot project, "A Pedagogy of the Land" (POL), provides an opportunity to ponder the relations between aboriginal community/university knowledges in this case, the relations between an Anishinaape land-based pedagogy and the developing theorizing around formal and informal learning. Traditional aboriginal education is not limited to elders teaching children. While elders are responsible for passing knowledge to the appropriate people when they are ready, any person older or more experienced in a particular knowledge than another has the potential to be that person's teacher. Education is a community responsibility taken seriously by each and every community member who at any moment can be in the position of teaching. The learning in POL does not fit any category of the "Basic Types of Intentional Learning." It involves traditional indigenous knowledge keepers with some fluency in their

Getting Started: A Guide to School-to-Career Involvement for Health Care Employers.
SPONS. AGENCY- Commonwealth Fund, New York, NY.
PUB DATE- 97
NOTE- 46p.; Edited and finalized by Michael Reilly, Lisa Hicks, and Ken Joseph.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Abstracts; *Allied Health Occupations Education; Annotated Bibliographies; Career Education; Career Exploration; Check Lists; Cooperative Planning; Definitions; Demonstration Programs; *Education Work Relationship; Educational Cooperation; Educational Practices; Educational Strategies; Employers; Employment Qualifications; Experiential Learning; Field Trips; Guidelines; Health Occupations; Internship Programs; Job Shadowing; Job Training; Labor Market; Labor Needs; Learning Activities; Mentors; Models; Participation; *Partnerships in Education; Program Descriptions; Program Guides; Records (Forms); Resource Materials; *School Business Relationship; Secondary Education; Work Experience Program *Employer Role; Return on Investment; Stakeholders
IDENTIFIERS- *Employer Role; Return on Investment; Stakeholders

This document is intended to assist health care organizations in designing and implementing a school-to-career (STC) initiative within their organization. Section 1 presents an overview of STC that discusses the following topics: skills needed by the health care industry's future workforce; the definition of STC; special needs of the health care industry; and reasons employers should get involved in STC. Section 2 explains how employers can get involved in STC at the school, local partnership, and school district levels and how they can participate in the following types of STC activities: field trips; job shadowing; career exploration; mentoring; and internships. Section 3 profiles five STC programs in Georgia, Maine, Massachusetts, California, and New York that feature extensive involvement by employers in the health care field. Each program description contains the following elements: program model; student profile; background information; program profile; discussion of partners; returns from participation; and a contact person's name and address. Section 4 details the following steps in establishing an STC initiative: learn about STC; contact educational partners; build commitment of internal stakeholders; plan the initiative; and launch the initiative. Section 5 describes five useful resources and references. Section 6 presents six sample forms for use in STC initiatives. (MN)

ED 460 299 CE 082 789

Alongi, Anthony; Arora, Sonia; Hogan, Christopher; Steinberg, Adria; Vickers, Margaret
A Portable Action Lab for Creating Quality Student Projects for Health Care Careers.
SPONS. AGENCY- Johnson & Johnson Baby Products Co., Skillman, NJ.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

schools with the Public Broadcasting Systems series "Moyers on Addiction: Close to Home." The series explores the science, treatment, prevention, and politics of addiction. This booklet discusses strategies for preventing substance abuse in elementary school. Also examined are ways to create a classroom environment that makes students comfortable asking questions about substance abuse. The 4 cornerstones of drug education are presented. Descriptions of 3 model programs that were developed to prevent drug abuse and promote healthy living habits are provided along with contact information. A discussion of risk factors and protective factors defines the role of teachers in protecting students from substance abuse. Intervention strategies are also discussed. Utilizing guest speakers for grades 4 and up, and engaging parents in the fight against drug abuse are some of the suggestions given for deterring drug use. Two activities for kindergarten-grade 3 and 4 activities for grades 4-6 are presented. A list of organizations that would be useful to teachers concludes the booklet. (MKA)

ED 460 317 CG 029 251

Boundy, Donna; Cochran, Kathleen Mayo; Miller, Robert A.; Rothbart, Betty
Confronting Substance Abuse: A Teacher's Guide.
PUB DATE- 98
NOTE- 38p.; Booklet developed to accompany "Moyers on Addiction: Close to Home." To purchase a videocassette of the program, contact Films for the Humanities and Sciences at 800-257-5126.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Community; Curriculum Design; *Drug Education; High School Students; High Schools; Intervention; Middle Schools; Parent Participation; Prevention; Programming (Broadcast); Programs; Resources; *Substance Abuse; *Teaching Methods; Television

This packet is designed to be used by teachers in middle schools and high schools as they teach drug education. It accompanies a public television series, "Moyers on Addiction: Close at Home," but can be used on its own. The materials are in three parts. The first part is a folder that explains how to use the materials, provides a list of organizations that teachers of drug education may find helpful, and a bibliography containing 26 useful sources. Part 2 is a teachers booklet that includes 2 sections. "Creating Classroom Connections" discusses how to infuse substance abuse prevention lessons into various subjects. "Prevention That Works: An Overview" looks at successful strategies for substance abuse prevention. It gives guidelines for designing and implementing school programs. The final part of this packet is made up of 10 student activity cards that are to be photocopied and distributed in class. The activities include information on the science of addiction; recovery; the drug trade; getting help with substance abuse problems; living a drug-free life; how to tell if a friend might have a substance abuse problem; a self assessment questionnaire; what to do when offered drugs; and examples of people involved in drug abuse programs. (MKA)

ED 460 318 CG 029 266

Canter, Andrea, Ed.

IDENTIFIERS- Peace Education; *Tolerance

This catalog presents descriptions of over 41 children's picture books from 19 countries that formed an exhibition sent worldwide to promote and help maintain peace. The majority of the books do not deal directly with the horrors of war but rather deal with its preconditions: intolerance, xenophobia, prejudice against being different, misuse of power, oppression, and violence against people and property. Titles are arranged alphabetically by illustrator and the books are listed under their country of origin. (Contains author and illustrator name and subject indexes.) (RS)

ED 460 340 CS 013 540

Bickart, Toni
"Preventing Reading Difficulties in Young Children." Summary Report for the United States Department of Education Reading Summit (Washington, DC, September 18-19, 1998).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 35p.; For "Preventing Reading Difficulties in Young Children," see ED 416 465.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developmental Stages; *Early Childhood Education; *Educational Strategies; Instructional Effectiveness; Instructional Improvement; *Reading Difficulties; *Reading Instruction

Distilling the essential elements of the report "Preventing Reading Difficulties in Young Children," this paper summarizes how reading develops and how reading instruction should proceed. After an introduction and overview, sections of the paper summarize the following: highlights for parents, caregivers, preschool teachers, directors, teachers, and principals in regard to preventing reading difficulties in young children; findings related to teacher education; findings for state and local education agencies; and findings related to students with limited proficiency in English. The paper also illustrates key skills and stages in the development of literacy skills. A series of charts illustrating developmental accomplishments from birth to grade three are attached. (SC)

ED 460 341 CS 013 553

Schrenko, Linda C.
Georgia's Reading Challenge: An After-School Reading Program for Grades 4-8. Program Guidelines.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Curriculum; Elementary Education; Parent School Relationship; Program Effectiveness; Reading Attitudes; *Reading Improvement; *Reading Programs
IDENTIFIERS- Georgia

This paper describes Georgia's Reading Challenge, whose goal is to provide a quality after-school reading program for students in grades four through eight with opportunities to improve reading skills and enhance their interest in reading. Sections of the paper describe the goals of the Reading Challenge; general information; responsibilities of the advisory board;

ED 460 364 CS 216 522

Kurz, Meredith
All to the Center! Maintaining Equilibrium in the Collaborative Setting.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Cultural Pluralism; *Group Activities; Group Discussion; *Group Dynamics; Higher Education; Instructional Improvement; Learning Strategies; Multicultural Education; Teaching Methods; *Writing (Composition); Writing Improvement; *Writing Instruction

One of the issues a college writing instructor grapples with in teaching writing is how best to structure collaborative groups to maximize benefit for each student in a multicultural classroom where many students might fairly be considered "marginalized"--to create an environment in which they become "insiders." Criteria sets for forming group configurations include, for instance: designing discussion groups by mixing ethnicities, always including one strong English speaker; by mixing different personality types, with at least one strong leader; or by focusing on degrees of actual writing skill so that each group would have its own composition expert. A fluid model for re-sorting groups is done by mixing and remixing the groups using a file card for each student to identify gender, first language, learning style, writing strengths, and other information. (CR)

ED 460 365 CS 216 644

Willson, David A.
A REMF's View of Viet Nam War Literature Bibliography.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Popular Culture and American Culture Association (San Diego, CA, March 31-April 3, 1999). Slides not included in ERIC version.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Fiction; Higher Education; Library Collections; *Paperback Books; Personal Narratives; *Popular Culture; *Recreational Reading; *Vietnam War
IDENTIFIERS- *Collecting (Hobby); Green River Community College WA; *Vietnam War Literature

An academic librarian who is a Vietnam War veteran was inspired by the exemplary collection of Vietnam War literature at the Colorado State University Library to begin his own personal collection of mass market paperbacks dealing with the Vietnam War. Although Vietnam War fiction was common on the mass market racks in the mid 1980s, it has been replaced by the Vietnam memoir. A noticeable trend is books written and published by Vietnam veterans in their 50s who have been financially successful, have retired, and now have the time to tell their own special story, often in the form of fiction. A big help in finding Vietnam fiction is the Internet, but Marc Leeson's

NOTE- 8p.; Content Standard: Read, View, Listen: Technical Reading; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; Engines; High Schools; Performance Based Assessment; *Reading Skills; *Scientific and Technical Information; *Small Engine Mechanics; *State Standards; Student Evaluation
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to technical reading regarding small engines. It begins with reference to the particular content standard addressed in the package (read and apply technical information from a variety of English language documents or electronic media), the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) use specialized vocabulary and apply information from technical resources; and (2) disassemble and reassemble a large industrial 2- or 4-cycle engine. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 389 CS 216 753

Tech Writings: Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 20p.; Content Standard: Write and Speak: Technical Writing; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; High Schools; Letters (Correspondence); Performance Based Assessment; *Proposal Writing; Research Reports; *State Standards; *Technical Writing; Writing Assignments; Writing Evaluation; Writing Skills
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing in the English language for a variety of technical purposes, situations, and audiences. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) write a report or a proposal; and (2) maintain a file of correspondence and write a section of a reference manual. It then offers specific statements from the standard regarding what students should know and should do, the checklists for each task enumerated in the package. (RS)

ED 460 411 CS 510 086

Speaking: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 12p.; For other profiles of learning, see CS 510 077 and CS 510 078.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Class Activities; *Communication Skills; Cooperative Learning; Group Dynamics; Group Instruction; Intermediate Grades; Performance Based Assessment; *Public Speaking; *State Standards; Student Evaluation
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to speaking to an audience or interact with a group. It begins with reference to the particular content standard addressed in the package, the educational level of the package (intermediate), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) plan and complete three projects, serving in a different group role (group leader, materials coordinator, or general participant) for each project; and (2) prepare and give a demonstration to an audience. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 412 CS 510 087

Literature to Theater: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 20p.; Content Standard: Arts: Artistic Creativity, Performance and Expression; Level: Partial Intermediate.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Acting; *Characterization; *Childrens Literature; Class Activities; *Creative Dramatics; Intermediate Grades; Literature Appreciation; Performance Based Assessment; Scripts; *State Standards; Story Grammar; Student Evaluation; Writing Assignments
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to creating, interpreting, and evaluating a variety of artistic expressions. It begins with reference to

PUB DATE- 98
NOTE- 103p.; Edited by Jeanne Thieme.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; Comparative Analysis; Data Analysis; *Educational Assessment; Educational Finance; Elementary Secondary Education; Nontraditional Education; Program Evaluation
IDENTIFIERS- *Wisconsin

This report provides a performance and financial evaluation of Wisconsin's charter schools. It examines charter schools that were open during the 1997-98 school year, and it includes their educational programs, administrative policies, and enrollments. The report also details program expenditures, student performance, legal issues, and the effects charter schools have had on other district schools. To secure data, school-district administrators in each of the 14 school districts with charter schools were interviewed. In addition, available enrollment and test information were reviewed, along with funding the charter schools have received. The results identified two types of charter schools: those that enroll at-risk students and those that provide a general education appropriate for a wide range of students. The report compares charter-school programs and policies to regular district schools, including the advantages resident in charter schools. Concerns about charter-school programs are treated at length, such as financing, equity of funding, charter-school admissions, and ways to enhance charter-school operations. The document then turns to the future of the charter-school program, with a look at special-education services, legal challenges, concerns related to exemptions, tuition, effects on district schools, and possible legislative options. Appendices present charter-school test results and a list of new charter schools. (RJM)

ED 460 432 EA 029 922

Measured Progress: An Evaluation of the Impact of Federal Education Legislation Enacted in 1994.
PUB DATE- 99
NOTE- 32p.; Cover page varies. Produced by the Independent Review Panel on the Evaluation of Federal Education Legislation, Washington, DC with the assistance of the staff of the Planning and Evaluation Service (PES) of the Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Assessment; *Educational Improvement; *Educational Legislation; Elementary Secondary Education; *Federal Government; *Federal Legislation; *Government Role; *Government School Relationship; Summative Evaluation
IDENTIFIERS- Elementary Secondary Education Act; Goals 2000

This Congressional report discusses recent accomplishments and continuing issues in the federal role in helping states and localities improve K-12 education. The panel that prepared the report consisted of state and local educators, researchers, and other citizens committed to education. The document focuses on the implementation of major federal legislation in elementary and secondary education, including Title I, other programs in the Elementary and Secondary Education Act of 1965, and the Goals 2000: Educate America Act. The report takes as its starting point the Department of Education's evidence on the

Secondary Education; *Inclusive Schools; Mainstreaming; Policy Formation; *Regular and Special Education Relationship; *Severe Disabilities; Teacher Collaboration; *Teacher Education

This final report describes the activities and outcomes of a federally-funded project that investigated how the inclusion of students with severe and other disabilities merges with larger efforts of educators, administrators, and parents to restructure and reform schools, and how to influence the directions of that merger. The project explored how school personnel blend together their reform agendas of both general and special education in 25 schools in 3 districts, and validated a set of procures of redesigning curriculum/teaching, ensuring student learning outcomes, and fostering student membership for maximally diverse groups of learners, including learners with severe disabilities. Results from the research indicate that durable change in the core of educational practice to include all students, involves three areas where action and attention is shifting: (1) from a focus on teaching to a focus on learning; (2) from a reliance on individual teacher practice to group practices; and (3) from an effort to "deliver service" to one of "providing learner supports." Attachments to the report include school products, articles and project products, including articles on inclusion and modules for designing classroom curriculum for personalized learning, and a problem-finding and problem-solving strategy. (Contains 53 references.) (CR)

ED 460 450 EC 306 633

Leckie, Barbara
Girls, Bullying Behaviours and Peer Relationships: The Double Edged Sword of Exclusion and Rejection.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Brisbane, Australia, November 30-December 4, 1997). Graphs and figures are not available in the ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Alienation; *Behavior Problems; *Bullying; Females; Foreign Countries; Intermediate Grades; Interpersonal Competence; *Peer Relationship; Secondary Education; Social Development; *Social Isolation; *Student Attitudes; Surveys
IDENTIFIERS- Australia

This paper discusses the outcomes of a study on indirect bullying behaviors in girls and the link between girls' peer relationships and bullying behaviors. The study used self-report and peer nomination instruments to survey 987 Australian girls in individual classes from Year 6 to Year 10 in 7 South Australian Catholic and independent schools, 5 of which were single sex and 2 of which were part of co-educational systems. Results from the study indicate that the girls clearly understood that bullying is about deliberate intent to harm, involves two parties of unequal status power, and is not an isolated incident but occurs repeatedly. Bullying was found to be often psychological, sometimes verbal, and never physical. Verbal behaviors that were identified as bullying included teasing, hassling, name calling, and criticizing others' appearances. The girls perceived the following indirect aggressive behaviors as bullying behaviors: spreading rumors, papers). (Individual papers contain references.) (DB)

ED 460 469 EC 306 845

Silver, Starr E.; Kugler, Judith L.
Issues in Developing and Evaluating Family Support Programs.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; *Agency Cooperation; Community Programs; Counseling; *Early Intervention; Family Involvement; *Family Programs; Home Programs; Integrated Services; *Mental Disorders; Models; Philosophy; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- Case Management; *Family Support; Florida (Pinellas County)

This conference paper discusses the results of a study that investigated the effectiveness of the Total Family Strategy (TFS), a home-based family support program funded by the Juvenile Welfare Board of Pinellas County, Florida. The program was initiated as a means of introducing a family empowerment model of early intervention into the array of existing services for children and families. The target population was young families with children under the age of 12 who are at risk of developing serious problems and who have not already utilized significant social service resources. Four agencies in the community provide this service. Program components include case management, access to community resources, advocacy, and counseling. The evaluation study included data from agency directors and 93 families and intensive case studies with eight TFS families. Results indicated: (1) agency directors had different ideas about the purpose of the program, its target population, and indicators of the program effectiveness; (2) many families being served had already experienced significant systems involvement; and (3) agencies appeared to interpret program guidelines differently, leading to differences in program implementation. (CR)

ED 460 470 EC 306 846

Potter, Cathryn C.
Child Level of Functioning and Intensive Family Preservation: An Examination of Colorado's Mental Health Family Preservation Programs.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables and figure are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Coping; *Emotional Disturbances; Evaluation Methods; Interviews; *Measures (Individuals); *Mental Disorders; Predictor Variables; *Student Placement; *Test Validity

(3) clinical case management of individualized, wraparound supports and services; and (4) follow-along supports to maintain permanency. The study compared a sample (n=54) of children who received this individualized, wraparound process with a comparable sample of children who received standard services through the Florida foster care system. Findings indicated that: FIAP children were significantly less likely to change placements than comparison children; both groups showed significant improvement in emotional/behavioral adjustment over time; FIAP boys were more likely to show signs of delinquency than comparison boys; older FIAP youth were more likely than comparison youth to be in permanency settings; and school absences and suspensions were lower for FIAP youth. Recommendations for developing and implementing an individualized wraparound system of care are offered. (Contains 11 references.) (DB)

ED 460 489 EC 306 865

Tannen, Naomi
Families First in Essex County: A Family Designed and Implemented System of Care.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 96
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Supported by the DHHS Center for Mental Health Services.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; *Emotional Disturbances; Family Involvement; Family Needs; *Family Programs; Interviews; *Mental Health Programs; *Needs Assessment; Program Development; Program Evaluation; Rural Areas
IDENTIFIERS- *New York (Essex County)

This paper describes the development of a consumer-based program in rural Essex County (New York) for families with children with emotional disorders. Initially, in-depth, in-home interviews were held with 24 families who had children with serious emotional disturbances concerning their service needs and desires. The following needs were expressed by the families: respite, information and referral, an advocate, community friend/mentor for their child, support for caregivers, siblings, and the identified child; crisis services; concrete assistance; and family centeredness. The interviews led directly to development of 32 program recommendations in the development of the Families First in Essex County program. These included: preference for parents of children with special needs in hiring; inclusion of participants in all training as both attendees and trainers; no interagency meetings about families without their presence; a family's assertion that the child has emotional/behavioral problems and requires help as the only criterion for receiving services; and immediate service responsiveness (no waiting lists). The program has served 250 families in 39 months and an evaluation survey of consumers indicated a high degree of satisfaction. (DB)

ED 460 490 EC 306 866

Lehman, Constance M.

Irvin, Elizabeth; Lemoine, Randall L.; Stelle, Lynn; Speier, Tony; Ellzey, Sally; Pine, Jo; Schwartz, Aimee; Perkins, Stephen
Shaping State Public Policies: Determining Access to Care and Level of Care Provided to Youth in Need of Mental Health Services. Symposium.
PUB DATE- 96
NOTE- 18p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Adolescents; Children; *Eligibility; Emotional Disturbances; Integrated Services; *Mental Disorders; *Mental Health Programs; Psychiatric Services; *State Regulation
IDENTIFIERS- Arizona; Louisiana; Massachusetts; North Carolina

These four symposium papers provide examples of different states that have experimented with various criteria and approaches in developing youth mental health services. The four states profiled, North Carolina, Arizona, Louisiana, and Massachusetts, are using the Child and Adolescent Functional Assessment Scale (CAFAS) to assess impairment in youth functioning. The CAFAS provides a score that reflects youth functioning in eight areas: school/work, home, community, behavior towards others, mood, self-harmful behavior, abnormal thinking, and substance abuse. The four papers highlight the factors that are being considered for inclusion as eligibility criteria other than impairment. The papers include: (1) "Criteria for Assessing Child Mental Health and Substance Abuse Services in North Carolina" (Lenore Behar and Lynn Stelle); (2) "Proposed Eligibility Criteria and Procedures for Enrollment in Department of Mental Health Continuing Care" (Elizabeth Irvin and Phyllis Hersch); (3) "Using the Child and Adolescent Functional Assessment Scale (CAFAS) To Establish Level-of-Need for Medicaid Manage Care Services" (Randall Lemoine and others); and (4) "Criteria Used in Determining Appropriateness of Service Utilization in Arizona" (Aimee Schwartz and Stephen Perkins). (Three of the papers include references.) (CR)

ED 460 509 EC 306 885

Armbruster, Paula; Marciano, Paul; Keely, Kerri; Leach, Allison
The Effects of Conflict and Marital Status on Child Behavior.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age; Children; *Conflict; *Emotional Disturbances; *Family Environment; *Family Influence; *Family Relationship; *Marital Status; Mental Disorders; Predictor Variables; Race; Sex; Socioeconomic Status; Symptoms (Individual Disorders)

This paper reports the outcomes of a study that investigated the effects of family conflict on childhood functioning. The sample consisted of 95 children (ages 3-17) applying for clinical services at the Yale Child Study Center Outpatient Clinic.

packages needed. Data were gathered through a survey of community-based case managers on a stratified random sample of youth who were receiving public mental health services (n=2,059). Results indicated the largest service gaps for youth with serious emotional disturbances (SED) were found for in-home supported living, day treatment, and residential support where less than 50 percent of recommended services were received. Several demographic and mental health variables can be used to predict which youth will be more likely to use a particular service package, including functioning level, history of mental health hospitalization, diagnosis, special education status, legal status, and residence. (CR)

ED 460 528 EC 306 904

Grosser, Rene C.; Flisher, Alan J.
The Individualized Needs for Service Assessment (INSA) for Children with Serious Emotional Disturbances.
PUB DATE- 96
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Cooperation; Children; *Emotional Disturbances; Evaluation Methods; *Interdisciplinary Approach; *Measures (Individuals); *Mental Health Programs; *Needs Assessment; Program Development; *Student Evaluation; Teamwork
IDENTIFIERS- New York

This paper reports on efforts underway in New York State to develop the Individualized Needs for Services Assessment (INSA). The INSA is a set of standardized procedures and data definitions to guide assessment of service needs for children with serious emotional disturbances (SED). The INSA procedure for children with SED is designed to be consistent with principles from the federal Child and Adolescent Service System Program, individualized service planning, applied data standards, and a logic structure adapted from the Medical Research Council Needs for Care Assessment. Service needs are assessed using interdisciplinary teams with the participation of family members. Representatives from child welfare, juvenile justice, alcohol substance abuse, primary health care, recreation, and other relevant programs or community organizations also may be included. Functioning is assessed for the following domains: self-care; family life; social and interpersonal relationships; learning; school performance; vocational relationships; disruptive behavior; mood symptoms; anxiety symptoms; symptoms of psychosis; attention deficit and/or hyperactivity symptoms; and alcohol and/or other substance abuse. The child's functioning in each domain is rated according to a four-point scale from no problem to severe. (Contains 13 references.) (CR)

ED 460 529 EC 306 905

Santiago, Rolando L.; Grosser, Rene C.; Rejino, Erlinda; Moore, Roslyn Holliday
Assessing Need and Planning for a System of Care in a Culturally Diverse Urban Community.

"Translating the IEP into Practice: Curricular and Instructional Accommodations" (Sarup R. Mathur, J. Ron Nelson, Robert B. Rutherford, Jr.); (4) "Translating the New Discipline Requirements of the 1997 Individuals with Disabilities Education Act into Practice" (Beverley H. Johns); and (5) "Translating Discipline Requirements into Practice through Behavioral Intervention Plans: The Use of the Functional Assessment" (Richard Van Acker). Also included are highlights from forum dialogue groups which discussed the following topics: "Overcoming Systemic Inertia To Achieve the Intent of the 1997 Amendments to IDEA" (L. Juane Heflin and Mary Bailey Estes); "New Challenges and Opportunities for Serving Students with Emotional/Behavioral Disorders" (Maureen A. Conroy and Ellen Wildemann Broom); "It's Deja Vue All Over Again" (Cathy D. Kea and Hank M. Edmonson); "Providing Positive Behavioral Supports for Students with Emotional/Behavioral Disorders" (Mary Beth Noll and Jan E. Aiello); and "Building Structural Supports for Students with Emotional/Behavioral Disorders under IDEA 1997" (Brenda Townsend and Donna McCrary). (Individual papers and reports contain references.) (DB)

ED 460 549   EC 307 180

The Challenge of Raising Your Gifted Child.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Ability Identification; Advocacy; *Child Rearing; Educational Legislation; Elementary Secondary Education; *Gifted; *Information Sources; Parent Associations; Parent Role; Special Programs; State Legislation; State Regulation; *Student Characteristics
IDENTIFIERS- *California

This guide for parents of gifted children answers frequently asked questions, identifies resources, and text of relevant California laws and regulations. Preliminary material includes an introduction and a "Declaration of the Educational Rights of the Gifted Child" by Barbara Clark. Part 1 provides answers to parents' questions concerning: characteristics of gifted children, identification of gifted children, available programs, social and emotional needs, special challenges, and parent advocacy. Part 2 lists resources for parents and students. These include: position statements, services, and publications of the California Association for the Gifted (CAG); examples of characteristics of gifted students; journals; associations; organizations and programs; research centers; educational resources online; free and almost free informational materials; and acronyms related to gifted education in California and elsewhere. Part 3 contains portions of the California laws and regulations governing programs for gifted students in public schools. Part 4 contains an annotated list of recommended books for parents. Part 5 includes "CAG Position Statements: A Glossary." (Contains 58 references.) (DB)

ED 460 550   EC 307 248

Friesen, Barbara J.
Survey of Parents Whose Children Have Serious Emotional Disorders: Report of a National Study.

Trak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Cost Estimates; *Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; Guidelines; Public Schools; Space Utilization
IDENTIFIERS- *Technology Implementation

Personnel involved in planning or developing schools lack the costing tools that will enable them to determine educational technology costs. This report presents an overview of the technology costing process and the general costs used in estimating educational technology systems on a macro-budget basis, along with simple cost estimates for technology systems based on a per-port system. It offers suggestions on determining the quantity and types of space required during the preliminary stages of project design and how to determine the educational technology budget. A sample budgetary worksheet is included. (GR)

ED 460 570 EF 005 163

The Sun's Joules. CD-ROM .
SPONS. AGENCY- Department of Energy, Washington, DC.; National Renewable Energy Lab (DOE).; National Science Foundation, Washington, DC.
PUB DATE- 97
NOTE- 0p.; Other partners include: "School Energy Doctor." Working on "The Sun's Joules" project include: The Learning Team; Media Culture; the Mid-continent Regional Educational Laboratory; and the Department of Education. For companion document, see ED 421 361.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- icles related to the study are included. (SG)
use it. Summary tables of participants' ratings in evaluatio
DESCRIPTORS- Elementary Secondary Education; Information Sources; *Power Technology; Statistical Data
IDENTIFIERS- *Energy Consumption; *Energy Sources; Environmental Economics; Environmental Energy Technology; Renewable Resources

An educational tool concerning renewable energy and the environment, this CD-ROM provides nearly 1,000 screens of text, graphics, videos, and interactive exercises. It also provides a detailed index, charts of U.S. energy consumption by state, an energy glossary, and a list of related Web sites. This CD-ROM, additionally, offers "The School Energy Doctor Software," a step-by-step guide to performing an energy and water audit of a school with interactive exercises that culcultate energy, water, pollution, and economic savings. Also included are: a tour of environmental improvements at the White House and information on what individuals can do for the environment in their own homes; an in-depth look at renewable energy technologies, with a special emphasis on applications and case studies in South America, Central America, Mexico, and the Caribbean; six case studies of energy efficiency improvements at Federal government facilities; and "solar sizer," a professional tool for designing and sizing residential photovoltaic systems. (GR)

ED 460 571 EF 005 167

School Location; School Size; *School Space; Special Education; State School District Relationship
IDENTIFIERS- *California; *Class Size Reduction

The California Department of Education encourages its school districts to make every effort to reduce classroom size and maintain the physical size of 960 square feet for elementary schools and 1,350 square feet for kindergartens. This report examines the Code of Regulations relative to classroom size in elementary, kindergarten, and special education classrooms. It also addresses class reduction and its affects support facilities such as toilets, ventilation, lighting, and fire exists. Concluding comments examine law pertaining to classroom size for self-contained classrooms and the site size issues involved as classroom size necessitates ever larger school sites. (GR)

ED 460 596 EF 005 334

Chico, Gery
Hearing on Revenue Provision in President's Fiscal Year 2000 Budget. Testimony before the House Committee on Ways and Means. Statement of Gery Chico, President, Chicago School Reform Board of Trustees.
PUB DATE- 99
NOTE- 10p.; For the statement of Rene Bouchard, see EF 005 335.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities Improvement; Educational Facilities Planning; *Educational Finance; Elementary Secondary Education; *Government School Relationship; Hearings; *Public Schools
IDENTIFIERS- Congress 106th

In an address to the House Ways and Means Committee on the Revenue Provision in the Year 2000 Budget, Gery Chico, President of the Chicago School Reform Board of Trustees, discusses four basic characteristics of a good school modernization funding plan and offers observations and recommendations on the two funding proposals currently before the Committee. Attached are photographs renovation work resulting from the Chicago Public Schools Improvement Projects. (GR)

ED 460 597 EF 005 335

Bouchard, Rene
Hearing on Revenue Provision in President's Fiscal Year 2000 Budget. Testimony before the House Committee on Ways and Means. Statement of Rene Bouchard, District Superintendent, Steuben-Allegany Counties, and Chief Executive Officer, Steuben-Allegany Board of Cooperative Educational Services, Bath, New York on Behalf of National Rural Education Association.
PUB DATE- 99
NOTE- 7p.; For the statement of Gery Chico, see EF 005 334.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; *Government School Relationship; Hearings; *Public Schools; *Rural Schools
IDENTIFIERS- Congress 106th

In an address to the House Ways and Means Committee on the Revenue Provision in the Year 2000 Budget, Rene Bouchard, CEO of Steuben-Allegany Board of Cooperative Educational Services, students' language learning history, as revealed in the background questionnaire, which might have led them to structure their language proficiency differently. It also seems that students may have differences in the language-independent ability to solve metalinguistic problems such as these. (Author/VWL)

ED 460 619 FL 025 591

Dufva, Hannele; Paakkonen, Merja
"Think Positively, in English and Colorfully!"--Vieraalla Kielella Ajattelusta (Mother Tongue, Foreign Language, and Thinking).
PUB DATE- 98
NOTE- 18p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; *English (Second Language); *Finnish; Foreign Countries; Higher Education; Interviews; *Language Processing; Language Role; Linguistic Theory; Questionnaires; Uncommonly Taught Languages
IDENTIFIERS- *Finland

This paper discusses the relationship between mother tongue, foreign language, and thinking. It is based on a pilot study carried out with 30 Finnish university students majoring in English philology. All students filled in a questionnaire and four were selected for an interview. In the questionnaires and interviews, the students were asked to reflect upon their feelings and experiences about the relation of linguistic elements and mental images, and especially the role of English, in their thinking. The results suggest that thinking in a foreign language is largely context-bound: certain subjects and situations were more easily associated with English than with Finnish. A non-Cartesian, systemic approach to mind and language is proposed. Some theoretical and methodological issues involved are discussed. (Author/VWL)

ED 460 620 FL 025 592

Elomaa, Marjatta
Kielikylpyoppilaiden Ensikielen Kirjoitelmat Neljannella Ja Viidennella Luokalla (Comparison of Writing Skills in Finnish by Students in a Swedish Immersion Program and Those Taught in the Native Language).
PUB DATE- 98
NOTE- 17p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary School Students; Error Patterns; *Essays; *Finnish; Foreign Countries;

Student Projects

Techniques for combining a communicative approach to second language teaching with assessment and use of Internet resources are presented. Emphasis is on beginning and intermediate language instruction. Two levels of student assessment projects designed for a unit on community and neighborhood are presented. The novice project involves exploration of the immediate community; dual intermediate projects include designing a new community and describing a major world organization. An additional exercise on food and meal-taking in a target-language country, with follow-up exercises, is designed to use Internet resources. (MSE)

ED 460 641 FL 025 827

Benson, Carolyn J.
Relatorio Final Sobre o Ensino Bilingue: Resultados da Avaliacao Externa da Experiencia de Escolarizacao Bilingue em Mocambique (PEBIMO) (Final Report on Bilingual Education: Results of External Evaluation of an Experiment in Bilingual Education in Mozambique).
PUB DATE- 97
NOTE- 98p.; Prepared by the Instituto Nacional de Desenvolvimento da Educacao (INDE) of Maputo, Mozambique for the Mozambique Ministry of Education.
LANGUAGE- Portuguese
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; Elementary Education; Foreign Countries; Language of Instruction; *Language Role; Native Language Instruction; Parent Attitudes; *Portuguese; Program Design; Program Effectiveness; Program Evaluation; Second Language Instruction; *Second Languages; Student Attitudes; Student Motivation; Teacher Attitudes; Uncommonly Taught Languages
IDENTIFIERS- *Mozambique

The PEBIMO project was designed to determine whether bilingual education could improve the quality of primary education in Mozambique, recognizing that Portuguese is not the native language of the majority of Mozambican students. The project began in 1992 with 8 cohorts of first grade in 2 provinces; during this investigation, students were in fourth grade. For this program evaluation, data were gathered using both qualitative and quantitative methods. Results were mixed, due primarily to difficulties in applying an appropriate bilingual education model. Teachers, administrators, and parents were pleased because use of the first language has facilitated teaching and learning in all subject areas, and students have learned to read and write in both languages, and parents reported their children are more motivated, take initiative at home, and help others with homework, indicating increased prestige of native languages. The principal short-term program recommendation is to continue developing students' first-language skills while working intensively on Portuguese as a second language, concentrating on oral skills to facilitate transition to all-Portuguese instruction in sixth grade. The ministry of education is encouraged to expand bilingual education gradually. Appendixes contain materials used in study. (Contains 38 references.) (Author/MSE)

ED 460 642 FL 025 841

Cadierno, Teresa, Ed.

ED 460 661 HE 034 588

Gardner, John N.; Barefoot, Betsy O.; Swing, Randy L.
Guidelines for Evaluating...The First-Year Experience at Two-Year Colleges. 2nd Edition.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 22p.; Produced in conjunction with the Policy Center on the First Year of College (Brevard College, Brevard, NC) supported by grants from the Atlantic Philanthropies and the Pew Charitable Trust. For the first edition, see ED 334 885. For the second edition version of the Guidelines at Four-Year Colleges, see ED 458 850.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academic Advising; *College Freshmen; Extracurricular Activities; *Student Adjustment; Student College Relationship; Student Needs; Transitional Programs; *Two Year Colleges

This booklet contains questions that are intended to serve as a starting point for asking meaningful questions about the quality of the first year of college so that a two-year college campus can enhance the learning, satisfaction, and retention of new college students. The previous edition considered the first-year experience for both two-year and four-year institutions; this edition focuses on the two-year college campus. The questions are grouped into the following sections: (1) Academics; (2) Campus Administration, Organization, Policies, and Climate; (3) Campus Processes, Procedures, and Activities; and (4) Student Life and Campus Services. The questions center on recruitment/admissions, financial aid, orientation processes, institutional research, and aspects of the campus environment. (SLD)

ED 460 662 HE 034 590

Epstein, Joel
A Parent's Guide to Sex, Drugs and Flunking out: Answers to the Questions Your College Student Doesn't Want You To Ask.
PUB DATE- 01
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Choice; *College Students; Course Selection (Students); Drug Use; *Educational Experience; Higher Education; *Life Events; Parent Child Relationship; Sexuality; *Student Financial Aid

This guide is intended to help parents as their children make decisions about college and the first year of college. It discusses college selection, financial decisions, academic choices, social choices, and questions of personal safety. The chapters are: (1) "The Right School for Your Child--And You"; (2) "Paying for College and Getting What You Pay For"; (3) "Choosing a Course of Study and Other Academic Concerns"; (4) "Living the Student Life"; (5) "Bottles, Kegs, and Other Vices"; (6) "Health Is Academic"; (7) "Safe and Sound"; (8)

DESCRIPTORS- Budgets; Elementary Secondary Education; Information Technology; *Library Funding; *Library Services; *Library Statistics; Public Libraries; Research Libraries; School Libraries; Special Libraries; *State Aid; State Legislation; *State Libraries; Tables (Data); User Needs (Information)
IDENTIFIERS- *New York; *New York State Regents

This document presents information about library financial support for 1996 and New York State library services. The Governor's budget recommendation for 1996-97 library aid is provided following a summary of New York State statistics for public, academic, school, and special libraries, including the New York State Library. Objectives of the Regents 1996 Three-Part Legislative Program for libraries are then identified as follows: (1) full funding of current state aid law; (2) aid for electronic doorway library services; and (3) full participation of libraries and systems in a comprehensive telecommunications program for education. Next, the state support requested for public, reference and research, and school library systems is presented according to region. The Electronic Doorway Library Services Bill is then described and the support requested for electronic doorway library services is identified. The needs of state library services are discussed and comparisons are made for fiscal years 1990-1995. A summary of state support requested for full funding of current state aid law for public, reference and research, school, and social libraries is provided with a grant total for all libraries; the same is presented for library systems in the Electronic Doorway Library Services Bill. (AEF)

ED 460 681 IR 057 271

Hert, Carol A.; Eschenfelder, Kristin R.; McClure, Charles R.; Rubin, Jeffrey; Taffet, Mary D.; Abend, Jennifer E.; Pimentel, David M.
Evaluation of Selected Websites at the U.S. Department of Education: Increasing Access to Web-Based Resources.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 333p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; Evaluation Criteria; *Federal Government; Government Publications; Information Management; Information Policy; Information Sources; Tables (Data); User Needs (Information); *World Wide Web
IDENTIFIERS- *Department of Education; Electronic Resources; *Web Sites

The Department of Education's Web site (http://www.ed.gov) is a rich information and service resource that is widely used both within the Department of Education and by a variety of users external to the Department. It provides extensive information about the Department and its programs and services, enables users to interact efficiently with some programs, and serves diverse audiences. As the Web site has grown and developed, a number of issues have arisen that require attention. This document presents results of an evaluation of the site from four perspectives: management assessment, policy analysis, log and transaction analysis, and usability testing. The full report is presented in five major sections and capped by an Executive Summary. Following Section I: "Introduction" in which the study objectives and methods are outlined, each of the four assessment techniques and associated findings are represented as individual sections--Section II: "Management Assessment";

the state's university system, as in West Virginia. Influences on transfer from California community colleges include: (1) affordability, which enhances access but also allows for inconsistent attendance; (2) disparity between college and university fees; (3) system policies, specifically the prerequisite of two years of full-time study completed prior to transfer; and (4) the dual university system, including liberal arts and non-liberal arts classes. A primary forthcoming issue on transfer is whether California's interest is to have more students transfer from community colleges to the University of California and California State University. If so, the state legislature, community colleges, and universities can take several actions, which are outlined in this document. (AS)

ED 460 701 JC 990 095

Cram, Stanley Bruce
The Impact of Service-Learning on Moral Development and Self-Esteem of Community College Ethics Students.
PUB DATE- 98
NOTE- 132p.; Ph.D. Dissertation, University of Iowa.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Community Services; Course Content; Educational History; *Ethics; *Moral Development; Questionnaires; *Self Esteem; *Service Learning; Student Characteristics; *Two Year College Students; Two Year Colleges; Volunteers
IDENTIFIERS- *Kohlberg (Lawrence)

This study investigates the extent to which service-learning fosters moral development and increased self-esteem. Conducted at a large Midwestern community college, the study followed students enrolled in three sections of an Introduction to Ethics course, only two of which included a service-learning component. Student outcomes from the three sections, as measured by the Defining Issues Test and the Self-Esteem Questionnaire, are compared. Chapter 1 of the study introduces the research questions. Chapter 2, a literature review, examines the history of service-learning, theories of moral development and assessment, and defines key terms. Chapter 3 describes the study's methodology, provides the course syllabus, and explains the research instruments. Chapter 4 presents results and offers statistics for the population and an analysis of research questions. Chapter 5 summarizes the findings, which suggest that the service-learning program did not foster enough change to move students to the next step in Kohlberg's Stages of Moral Development. Further, the brief exposure to social service experienced by the service-learning section had only a moderating effect on student self-esteem. Appended are Kohlberg's Definition of Moral Stages, the Self-Esteem Questionnaire, the Defining Issues Test, and service-learning outcomes assessment. Contains 72 references. (AS)

ED 460 702 JC 990 212

Learning Disabilities Eligibility Model. Introduction & Overview.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

reforming their workforce development systems. Among their findings were the following: (1) the role for community colleges in welfare reform varies dramatically by state, with some having no role at all, and colleges in other states providing training programs that can last as long as 5 years; (2) program development is being coordinated at the local, rather than at the state, level; and (3) several new models of practice are emerging, including short-term job training, flexible delivery options, customized programs, and opting out. A discussion of emerging problems and future directions is also included. (Contains 24 references.) (CAK)

ED 460 721 JC 990 299

Salzman, Harold; Moss, Philip; Tilly, Chris
Delivering a First Quality Education for the Twenty First Century.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Role; *Community Colleges; *Curriculum Development; Educational Finance; Educational Improvement; *Educational Planning; School Business Relationship; School Community Relationship; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Foothill de Anza Community College District CA

This document is the strategic plan for the Foothill-De Anza Community College District, which consists of two community colleges: Foothill College and De Anza College. The report begins with a summary of the district's past successes and a statement of the desire to evolve according to social demands. Major issues are identified as follows: the need to achieve and maintain currency in curriculum and technology; the desire to adequately support student services; the need for improved communication and respect among staff and faculty; the mandate for a balanced allocation of funds; and the need to repair and renovate buildings. The strategic plan involves prioritizing the above issues according to how well they serve student learning, and calling for district-wide accountability during the process of meeting goals. This report provides specific guidelines in support of these targeted areas. For example, under "Instructional & Curriculum Development," it is suggested that decisions about course and program offerings should be (1) driven by rigorous and consistent review guidelines; (2) linked to K-12, business and community, transfer institutions and district goals; (3) scheduled and offered at various sites; and (4) based on the strengths and weaknesses of the program and facilities. Similar directives are also provided under the headings of Student Services, Human Resources, Governance & Decision Making, Technology Development, Institutional Organization, and Physical Plant. (VF)

ED 460 722 JC 990 318

Learning for Life: Report of the 2020 Commission on the Future of Post-Secondary Education.
PUB DATE- 98
NOTE- 102p.; Some graphs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

1992-93 to 2001-02.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Educational Finance; *Educational Planning; *Enrollment; Foreign Students; General Education; In State Students; *Institutional Mission; Multicampus Colleges; *Organizational Objectives; Out of State Students; Time to Degree; Tuition; Two Year Colleges; Vocational Education
IDENTIFIERS- *University of Hawaii Community College System

This planning information for the University of Hawaii Community Colleges for 1992-1993 through 2001-2002 consists of a series of tables that provide relevant information about the system and its seven campuses. For the overall system the following information is provided for general education and vocational education courses for the years 1992-93 to 1996-97: (1) activity measure, including fall enrollment counts, courses taught, applications processed, and degrees awarded; (2) efficiency measures, including average class size, student to faculty ratios, and courses per faculty; (3) tuition and fees, including statewide and nationwide comparisons; (4) instructional costs; (5) revenues and expenditures, including comparisons to peer institutions; and (6) human resources expenditures. For the system, class size has increased over time, which is also reflected in the increase of the student to faculty ratios. Similar information is provided for each of the seven campuses, with the addition of activity measures, efficiency measures, and instructional costs presented for the following areas: general education, humanities, natural sciences, social sciences, other general education, vocational education, business education, food service and hospitality education, health services, public service, technology, and other occupational and vocational fields. (TGO)

ED 460 742 JC 990 509

Tennessee Board of Regents Annual Report Card, December 1997.
PUB DATE- 97
NOTE- 125p.; University and Tennessee Technology Center report cards are not available from ERIC. Prefaced by remarks from Charles E. Smith and Jack Fishman at the Report Card Press Conference (December 5, 1997). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; College Faculty; *College Role; *Educational Assessment; Educational Finance; Higher Education; Institutional Mission; Participant Satisfaction; Program Evaluation; *School Effectiveness; School Funds; Tables (Data)
IDENTIFIERS- *Performance Indicators; *Tennessee

The Tennessee Board of Regents systemwide report card and individual report cards for each of the 14 community colleges are presented. The purpose of developing this report card was to respond to the public's increased calls for accountability in higher education. The report cards--47 in all, one for the system and one for each of the 46 university, community college, and technology center campuses --are meant to make information on each of 15 performance indicators available and readily comprehensible to the public. The following orientation and teachers' suitability. Part I, "A Study of Men's Care, Gender, and Teaching in the Primary Grades," introduces the themes and the framework for the study. Chapter 1, "Uncommon Caring," provides an overview of the issues that surround men's work with children in primary grade classrooms. Chapter 2, "Teaching = Care = Female" describes primary teaching as a female culture. Chapter 3, "Learning from Men Who Teach Young Children" describes the study with the male primary teachers, provides contextual details, and briefly introduces the participants. Part II, "Inside Views from Male Primary Teachers," presents stories written by participants in the study. Chapter are: (1) "It's Still Sexism"; (2) "Men in Primary Education"; (3) "Caring for Others while Teaching"; (4) "Working within Gender"; (5) "Certification, Language, and Learning"; and (6) "What's Wrong with Teaching and What I Do about It." Part III, "Reframing Primary Teaching from Three Perspectives," analyzes the major themes that emerged during the interview, from the men's writings, and from focus group discussions with the male primary teachers. Chapters are: (1) "Caring: A Problematic Model for Primary Grades Teaching"; (2) "Gender Work: Men Teaching in Women's Ways"; (3) "Permissible Teachers: Desire and Sexual Orientations"; and (4) "Reframing the Choices: Lessons Learned from Primary Grade Male Teachers." (Contains 119 references.) (Author/LPP)

ED 460 760   PS 026 981

Windows on Learning: A Framework for Making Decisions. An Introduction to Documenting Children's Learning. Videotape .
PUB DATE- 98
NOTE- 0p.; For a related book on documenting Children's Learning, see ED 421 217. Based on the work of Judy Helm, Sallee Beneke, and Kathy Steinhemier.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Classroom Observation Techniques; *Classroom Techniques; Decision Making; *Documentation; Early Childhood Education; Experiential Learning; Portfolios (Background Materials); Reflective Teaching; *Student Evaluation; Teacher Effectiveness; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Special Needs Children

Documentation is a process of observing, collecting, and organizing evidence of children's knowledge, skills, and dispositions. Noting that documentation can be used as an effective method for assessing children's growth and development over time, this 20 minute videotape discusses characteristics of documentation in the early childhood classroom. The video first explores the benefits of the use documentation, specifically, how it helps: (1) meet demand for accountability; (2) teach through interactive experience; (3) teach more effectively; (4) meet the special needs of children with disabilities; and (5) show the importance of learning. The video then explains what and when to document, highlighting three "windows" or frameworks: documenting individual growth and development; documenting learning experience of the class as a group; and documenting the early childhood teacher's role in the learning experience. Specific methods for documentation are then detailed in five clusters: individual portfolios; project narratives; observation of child development; display of individual or group products; and recording of self shapes, tubing and pipe, coil and plate and sheet, aluminum tread plate and hot rolled floor plate and sheet, and grip strut and X-metal; loading papers; problem solving--case studies, truckloads, and error reduction. Four lessons on burners are cutting cards, customer drawings, problem solving, and following directions. Five lessons on material handlers include computation--whole numbers; job procedures; shipping and receiving; work orders; and problem solving. A review lesson is provided. (YLB)

ED 460 263 CE 077 648

Anderson, Ramona
Problem Solving. Workplace Improvement of Necessary Skills (WINS).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 49p.; Prepared by Community Colleges of Spokane's Training and Education Coordinating Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Decision Making; Decision Making Skills; *Job Skills; Learning Activities; Learning Modules; Literacy Education; *On the Job Training; *Problem Solving; *Workplace Literacy

This workshop manual is intended for groups in the workplace. It leads the group step-by-step through problem-solving techniques based on both critical and creative thinking approaches to describe, analyze, plan, and act on a realistic shared understanding of the real problem and workable solutions. It begins with a problem-solving curriculum outline for the four steps of systematic problem solving: (1) describing the problem; (2) analyzing the cause; (3) finding solutions; and (4) action planning. It includes information sheets, questions to ask, and forms to fill in. (KC)

ED 460 264 CE 077 650

Anderson, Ramona
Team Interviewing. Workplace Improvement of Necessary Skills (WINS).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 26p.; Prepared by Community Colleges of Spokane's Training and Education Coordinating Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Check Lists; *Employment Interviews; *Guidelines; *Job Skills; Learning Activities; Literacy Education; *On the Job Training; *Personnel Selection; *Workplace Literacy; Workshops

This workbook is a guide for work teams focused on one part of the hiring process--interviewing potential employees. The following sections are included: (1) an overview--what can be learned from interviews; (2) constructing effective interviews--identifying the skills and qualities needed; developing language whose knowledge arises from traditional Anishinaape world view in a program that allows them to build on one another's knowledge and prepare to pass it on to others who know less. Located on an isolated island in a large northern lake, POL has the goal to recreate indigenous knowledge in a contemporary context. Over a year, students attend two summer courses with an intervening research component. As participants work through their days in traditional activities, they incorporate sacred knowledge into their every action. Comments from Anishinaape teacher, Kaaren Dannenmann follow. (YLB)

ED 460 282 CE 082 648

Haig-Brown, Celia
Taking Down the Walls: Communities and Educational Research in Canada's 21st Century. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 10p.; Dr. Reginald B. Moase Invitational Address presented at the Annual Brock University Graduate Student Conference (19th, St. Catherines, Ontario, Canada, September 23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Canada Natives; *Chippewa (Tribe); Colleges; Cultural Activities; *Cultural Education; Cultural Maintenance; Culturally Relevant Education; Demonstration Programs; Developed Nations; Discourse Communities; *Educational Research; Educational Researchers; Epistemology; Field Studies; Foreign Countries; Indigenous Populations; Informal Education; Instruction; Nonformal Education; *School Community Relationship; Theory Practice Relationship; *Tribally Controlled Education
IDENTIFIERS- Canada

To take community seriously in the conduct of educational research, the researcher should consider taking down epistemological walls and the "real" ones that confine the processes and products of academic labor to artificially isolated settings. Epistemologically, the question of walls relates to the kinds of knowledge competed over, most often disciplinary knowledge. Within and around disciplinary walls are the walls of theory. Community in the context of the discussion means the creation of spaces that allow difference to be a constant, unpredictable part of who we are together. A pilot project, A Pedagogy of the Land (POL), is an example of current research in an attempt to take down the walls. POL involves traditional indigenous knowledge keepers with some fluency in their language whose knowledge arises from traditional Anishinaape world view in a program that allows them to build on one another's knowledge and prepare to pass it on to others who know less. POL addresses walls by taking the university a faculty member out of the walls of the campus. It begins from the premise that traditional knowledge has most often been pushed outside the epistemological walls of academe by being given inequitable status and prestige. What happens on the island in the north where POL is located is discourse that has been inaccessible to the English language, arises from the land, and is constructed by the people who have lived there since time immemorial. (Contains 13 references.) (YLB)

ED 460 283 CE 082 649

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Allied Health Occupations Education; Check Lists; Definitions; *Education Work Relationship; Educational Practices; Educational Principles; Employment Qualifications; *Experiential Learning; Field Experience Programs; Guidelines; Health Occupations; Instructional Development; Job Skills; *Learning Laboratories; Partnerships in Education; Peer Teaching; Performance Based Assessment; Program Design; Program Evaluation; Records (Forms); Scaffolding (Teaching Technique); School Business Relationship; School Community Relationship; Secondary Education; Skill Development; Student Evaluation; *Student Projects; Teacher Workshops; *Teaching Methods

IDENTIFIERS- Authentic Learning; *Contextualized Instruction; Contextualized Learning Environments

This document is intended to introduce health occupations educators to the principles of the portable action lab and help them use those principles to create quality learning projects for students preparing for careers in health care. Section 1 outlines the concepts and frameworks of quality project-based learning, which is based on the following core elements: authenticity; academic rigor; applied learning; active exploration; adult relationships; and assessment. The structural elements of project-based learning (group size; method for arriving at project structures and topics; duration; and integration of subjects) are discussed along with the concept of scaffolding, which is a process for building the support needed by students to complete high-quality projects. Section 2 examines the following steps in planning student projects: (1) defining a central question or concept; (2) reaching out to community members; (3) designing classroom and community activities; and (4) developing assessment mechanisms. Section 3 presents summaries and analyses of six student projects based on the principle of the action learning lab. Each project description contains the following elements: background information; implementation guidelines; and a brief analysis of the project's incorporation of the principles of quality project-based learning and scaffolding. The bibliography lists 17 recommended publications. A project analysis template is appended. (MN)

ED 460 300   CG 028 564

Engel, Ned; Faustino, Peter

"It's Not My Problem!" Reframing Test and Place Referrals into Systemic Interventions.

PUB DATE- 98

NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); Behavior Problems; Educational Psychology; Elementary Secondary Education; *Individual Testing; Observation; *Referral; *Systems Approach

A broad scientific perspective that recognizes the child's social environment is needed in school psychology practice. The chances of influencing change expand when psychologists switch from an intrapsychic model to a social systems (group process) framework for testing referrals. Intrapsychic explanations create a mechanism for educators to avoid change because they locate the problem within an individual, which leads to over-

Crisis and Loss: Information for Families.
PUB DATE- 99
NOTE- 17p.; Compiled from articles that have previously appeared in "Communique."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Bullying; Children; *Coping; *Crisis Intervention; Elementary Secondary Education; Guns; Mass Media Role; *Parent Participation; School Personnel; School Psychologists; Suicide; Teachers; Toys; Violence; Weapons
IDENTIFIERS- Memorials; Traumas

During a crisis, parents can do a great deal to help their child deal with grief and anxiety. This special issue provides information and promising practices that might be helpful in dealing with various crisis situations. Provides the following articles: (1) "Children Killing Children" (Kevin Dwyer); (2) "Disaster: Helping Children Cope" (Debbie Waddell, Alex Thomas); (3) "Involving Parents in Anti-Violence Activities;" (4) "Victimization of School-Age Children" (Gloria E. Miller, Kelli A. Rubin); (5) "Childhood Responses to Trauma" (adapted by Ted Feinberg); (6) "Suicide in Children and Adolescents" (William O. Hahn); (7) "Student Violence: Warning Signs;" (8) "Resolution on Children and Violence in Media and Toys;" (9) "Safe School Resources" (compiled by Andrea Canter); (10) "A Teacher, A Best Friend" (Candise Watts); (11) "Resolution on Children, Guns, and Other Weapons;" (12) "Childhood Bullying and Teasing: What School Personnel, Other Professionals, and Parents Can Do (book review)" (Joann V. Hernandez); (13) "Moments in America for Children;" (14) "Memorials: Guidelines for Educators and Communities" (Cathy Paine); (15) "Natalie" (Latoya Goff); (16) "What Is a School Psychologist?" Some articles provide references, relevant resources, organizations and/or Web site addresses. (MKA)

ED 460 319 CG 029 267

Canter, Andrea, Ed.
Crisis and Loss: Information for Educators.
PUB DATE- 99
NOTE- 21p.; Compiled from articles that have previously appeared in "Communique."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Coping; *Crisis Intervention; Cultural Influences; Death; Elementary Secondary Education; Guns; Planning; *School Personnel; School Psychologists; Violence
IDENTIFIERS- Memorials; Traumas

Crisis intervention is a vital component of any comprehensive approach to maintaining psychological well being. An active school-based crisis intervention team can make a powerful contribution to a school's sense of community and commitment to taking care of each other. This special edition presents promising practices that may be helpful to school personnel working with students in crisis situations. This issue includes the following articles: (1) "Children Killing Children" (Kevin Dwyer); (2) "School Crisis Planning: Questions Answered" (Scott Poland); (3) "Memorials: Guidelines for Educators and Communities" (Cathy Paine); (4) "Death: Dealing with Crisis at School;" (5) "Disaster: Helping Children Cope" (Debbie Waddell, Alex Thomas); (6) "Cultural Perspectives on Trauma and Critical operational requirements for the program; student eligibility; program evaluation/assessment; the curriculum of the Georgia Reading Challenge; teacher/paraprofesional qualifications; staff development; parent/school connection; funding; discipline policy; and student attendance policies. A timeline is attached. (RS)

ED 460 342 CS 013 560

Reading Performance Standards Proficient Level Descriptors: Relationship to Alaska Content Standards for English/Language Arts.
PUB DATE- 99
NOTE- 9p.; Approved January 20, 1999 by the Alaska State Board of Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Language Arts; Reading Ability; *Reading Achievement; Reading Skills; *State Standards; Thinking Skills
IDENTIFIERS- *Alaska

The reading performance standard descriptors in this document support the sections of the English/Language Arts Content Standards adopted by the Alaska State Board of Education. It begins with listing competencies associated with being a competent and thoughtful reader; thinking logically and reflectively; and understanding and respecting the perspectives of others. It then presents, in chart form, proficient level descriptors for reading performance assessed in third, sixth, and eighth grades, and in the High School Qualifying Exam. (RS)

ED 460 343 CS 013 562

The Pennsylvania Assessment System Reading Instructional Handbook. Revised.
PUB DATE- 97
NOTE- 107p.; Page numbers in the table of contents do not reflect the document. Complements the Pennsylvania Framework for Reading, Writing, and Talking across the Curriculum (PCRP11).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Intermediate Grades; Reading Achievement; *Reading Comprehension; *Reading Improvement; *Reading Instruction; *Reading Processes; *Reading Strategies; Reading Tests; Secondary Education; *Text Structure
IDENTIFIERS- *Pennsylvania

Encouraging teachers to utilize procedures and techniques that help their students become active, willing lifelong readers, this handbook has been compiled to serve as a guide for integrating the Pennsylvania System of School Assessment's (PSSA) definition of reading as a dynamic, interactive process into classroom practice. The handbook complements and extends decoding instruction through focusing on comprehension processes and the teaching activities which foster understanding. The information included is meant to be useful to all teachers of reading at all grade levels regardless of the ability of the students being instructed. Both general procedures and specific techniques are described, and illustrative examples are provided. The handbook is divided column in "The VVA Veteran" is the best single source. The narrator/librarian also refers to the three books he has written about his Vietnam experiences, "REMF Diary," "The REMF Returns," and "In the Army Now." Although he set out to be a war novelist and not the bibliographer that he is, he finds himself annotating Vietnam War literature for the third edition of John Newman's "Bibliography"--studying Newman's annotations and modeling his own on them. In the meantime, most of the books he has accumulated are either in the Joe Hooper Collection at Green River Community College or in his own bookroom. (NKA)

ED 460 366 CS 216 683

Reinking, Laurel
Multiple Literacies: A Pilgrimage in Which My Family Figures Prominently.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Cultural Background; *Cultural Literacy; *Family Influence; Higher Education; *Lifelong Learning; Nontraditional Students; *Personal Narratives; *Student Characteristics; *Student Motivation
IDENTIFIERS- *Literacy Engagement

The earliest years, for one individual growing up on the coast of Ecuador representing one of the few English-speaking inhabitants, sowed the seeds of cultural literacy. Spanish and English were taught simultaneously and religion took on a large role. The Bible was taught by parents, who also read aloud, sang songs, and told stories to the children. At age 6, this young person's cultural literacy experience expanded after moving to Quito, Ecuador to study at a boarding school. Here, many opportunities arose for interaction with Ecuadoreans of every social class and race. Later the family moved to the United States and settled down in Indiana, where the children were enrolled in grade school and high school. This new environment and way of life allowed this maturing young woman to see her own musical talent flower and critical thinking skills develop. After finishing high school, married life and adjusting to motherhood were not far off in the woman's future. Upon settling down, the woman was eager to impart her experiential knowledge and acquired perspective on literacy to her own children. Eventually, continuing on this "literacy journey," the woman not only became the first member of the family to earn a college degree, but also proved to be an exemplary scholar, graduating with highest honors. (NKA)

ED 460 367 CS 216 692

Hurst, Carol Otis; Otis, Rebecca
Friends and Relations: Using Literature with Social Themes, K-2. The Responsive Classroom Series.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 390 CS 216 754

Writing a Business Plan for an Existing Business: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97
NOTE- 19p.; Content Standard: Inquiry: Research & Create a Business Plan; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Business; Business Education; Evaluation Methods; High Schools; Marketing; Performance Based Assessment; *Planning; *State Standards; Student Evaluation; *Writing Skills
IDENTIFIERS- *Business Plans; *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to developing an implementing a plan to start a business or an organization. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the task associated with the student performances: research, write and present a business plan It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for the task enumerated in the package. (RS)

ED 460 391 CS 216 755

Academic Writing: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97
NOTE- 20p.; Content Standard: Write and speak: Academic Writing; Level: High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Discourse; *Academic Standards; Class Activities; Cooperative Learning; *Film Criticism; High Schools; *Literary Criticism; Performance Based Assessment; Periodicals; Personal Narratives; Persuasive Discourse; *State Standards; Student Evaluation; Student Publications; Writing Assignments; *Writing Skills
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing in the English language for a variety of academic purposes and situations. It begins with the particular content standard addressed in the package, the educational level of the package ("partial intermediate"), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) discover and record story elements from an existing piece of literature; (2) create a character autobiography and complete a character interview; and (3) create script and performance. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 413 CS 510 088

Dramatizing a Story, Fable or Folktale: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 11p.; Content Standard: Arts: Artistic Creativity. Performance and Expression: Level: Partial Primary.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Acting; *Characterization; Class Activities; *Creative Dramatics; *Fables; *Folk Culture; Group Activities; Performance Based Assessment; Primary Education; *State Standards; Student Evaluation
IDENTIFIERS- Folktales; *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to dramatizing a story, fable, or folktale. It begins with reference to the particular content standard addressed in the package, the educational level of the package "partial primary"), and a summary statement of the content standard. It then describes the task associated with the student performances: create a group play, developing an animal character through movement, sound/rhythm, voice, costume, and props. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 414 EA 026 864

First Annual Education Reform Implementation Report and Appendices, Fall 1994.
PUB DATE- 94
NOTE- 117p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Educational Change; Educational Finance; *Educational Objectives; Educational Planning; Elementary Secondary Education; Governance; Professional Development; Program Implementation; State Action; State Legislation; State Programs; *State Standards; *Statewide Planning; *Strategic Planning
IDENTIFIERS- *Massachusetts

The Massachusetts Education Reform Act was passed in June 1993.

academic achievement of American school children, in particular children from low-income families. It describes the current federal role in supporting the improvement of elementary and secondary education and provides conclusions and recommendations organized around six central themes: equity and adequacy in resource allocation; high academic standards for all children; assessment, accountability, and support for improvement; quality of instructional staff; school, family, and community partnerships; and research and evaluation. The text looks at the continuing need for federal involvement, pausing to examine trends in reading and mathematics achievement and why the achievement gap exists. It discusses how the federal role was reshaped in 1994, how the 1994 legislation is being implemented, and what remains to be done. (RJM)

ED 460 433 EA 031 051

Marks, Helen M.
Social Capital by Design: Normative Systems and Social Structures in Six High Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; High Risk Students; High Schools; Norms; *Peer Relationship; Power Structure; *Social Capital; *Social Cognition; *Social Differences; *Social Exchange Theory; Social Networks; Social Psychology; Social Status; Social Structure; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- American Educational Research Association; *Bourdieu (Pierre); Office of Educational Research and Improvement

This paper focuses on investigating the purposive design of learning environments to counter the erosion of social capital in communities and schools in contemporary society. Can schools intentionally replenish stocks of social capital by creating normative systems conducive to the optimal academic and social development of students, and by designing social structures with closure and continuity to support these normative systems? The study examined the notion of "intentionally created social capital" in relation to six high schools, researched as part of the fieldwork phase of a national study of social capital in high schools. Using one of these schools (a rural high school where naturally occurring social capital is characteristic) as a contrast, the study described the normative systems and social structures in five urban and suburban high schools that have sought to build social capital purposively, intentionally, and by design. By delineating the interrelationship between normative systems and social structures in practice, the study attempted to portray social capital as it exists in schools, and to identify the mechanisms used in its creation. (Contains 33 references.) (TEJ)

ED 460 434 EA 031 210

Smith, Judie

writing nasty notes, telling bad/false stories, saying bad things behind others' backs, gossiping, shutting others out of the group, and deliberately not inviting others to parties. The study also discusses findings that indicate perceptions on indirect aggressive behavior change when girls are older. (Contains 37 references.) (CR)

ED 460 451   EC 306 646

Wooters, Amy
School-to-Work Resources for System Builders.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Development; Community Resources; *Disabilities; *Education Work Relationship; Educational Policy; Family Involvement; High Schools; Internet; Resources; *School Business Relationship; *School Community Relationship; Student Development; Student Participation; *Transitional Programs

This technical assistance resource guide is intended to facilitate the inclusion and participation of youth with disabilities in school-to-work systems. The approximately 215 listed items were contributed by state and local organizations nationally. Organizations were asked to select resources that offered "hands on" assistance and were published after 1992. Items were categorized according to five content areas: business and community resources, career pathways and contextual learning, family involvement, structures and policies, and student-focused planning and development. Resources are arranged into the following format categories: articles, audiovisual materials, books, checklists/tools/newsletters, curriculum, reports, resource guides, training materials, and Web sites. Each listing includes a brief description, source, and cost, when available. (DB)

ED 460 452   EC 306 647

Thull, Kelli J.; Hong, Esther
Employer Toolkit.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Development; Career Exploration; Compliance (Legal); Cooperative Programs; *Disabilities; *Education Work Relationship; Employers; *Federal Legislation; High Schools; Inclusive Schools; Partnerships in Education; *School Business Relationship; *Transitional Programs; Work Study Programs

IDENTIFIERS- Colorado; Family Preservation Services

This paper discusses the results of a study that investigated the implementation of Intensive Family Preservation Services (IFPS) in Colorado, the validity of the Colorado Client Assessment Record (CCAR) as a measurement of children's levels of functioning, and the identification of the multivariate predictors of placement. The CCAR assesses nine, domain-specific areas of functioning in children. Site visits were conducted at each of the eight IFSP service sites, including interviews with 26 program directors, supervisory, and service staff. A sample of 5,000 child recipients of mental health services tested the efficacy of the CCAR. Results indicated: (1) there is need for additional work in specifying the structure of the CCAR; (2) prediction of placement was dependent on the time frame under consideration, with models differing completely for placement within 3 months of service, and placement following 3 months of service; and (3) the only service variable which was related to placement was the sheer number of follow-up services available, which reduced the risk of placement by 26 percent for each service. (CR)

ED 460 471 EC 306 847

Duggan, Anne K.; Buchbinder, Sharon B.; Fuddy, Loretta; Sia, Calvin; Young, Elizabeth
Comprehensive Evaluation of Hawaii's Healthy Start Program.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Annie E. Casey Foundation, Baltimore, MD.; David and Lucile Packard Foundation, Los Altos, CA.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 96
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Child Abuse; Child Neglect; *Early Intervention; *Family Needs; *Family Programs; Home Programs; Housing; Job Placement; Mental Health; Mothers; Needs Assessment; Neonates; Paraprofessional Personnel; *Participant Characteristics
IDENTIFIERS- Hawaii; *Healthy Start Program

This conference paper discusses the results of a study that investigated the characteristics and needs of mothers participating in Hawaii's Healthy Start Program (HSP). The HSP is a screening and outreach program with two components: (1) the early identification component, which consists of community-based screening to identify newborns at environmental risk for child abuse and neglect and (2) the Home Visiting component, which consists of in-home counseling by trained paraprofessionals. The evaluation focused on six geographically defined communities on Oahu that are served by HSP program sites and included a sample of 664 participants. Results indicated: (1) most mothers qualify for the state's health coverage program, which is targeted to low-income families; (2) half of the mothers received WIC while pregnant; (3) 18 percent reported problems with their current living situation; (4) 20 percent reported they will need help finding a job or work training; (5) 40 percent reported needing help arranging child care to return to work or school; and (6) 95 percent of the

An Examination of the Support Families Receive and Parent Perceptions of How Helpful These Supports Are in Meeting the Needs of Their Children and Families.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; *Behavior Disorders; Child Advocacy; Children; Delivery Systems; *Emotional Disturbances; *Family Needs; Family Programs; *Integrated Services; Mental Health Programs; Needs Assessment; *Parent Attitudes; *Participant Satisfaction; Program Evaluation; Quality of Life; Social Support Groups; Surveys
IDENTIFIERS- Case Management; *Family Support; Oregon

Two-hundred and fifty parents of children with emotional or behavioral disorders residing in Oregon were surveyed concerning the nature and extent of support they received. Parents were affiliated with the Oregon Family Support Network, a statewide, parent-run, information and family advocacy organization. One hundred usable surveys were returned. Major findings indicated: 29 percent reported receiving none of the seven identified functions of service coordination; the most commonly received function was assessment and the least commonly received function was teaching in self-advocacy skills; school personnel provided service coordination more frequently than any other discipline; families with children ages 11 to 18 received more services than families with children younger or older; there was a significant positive relationship between parent satisfaction and number of functions of service coordination received; and parents expressed needs for respite care, transition services, and services for young adults. Findings support continued efforts to provide service coordination within a child-centered and family-focused system of support. (DB)

ED 460 491 EC 306 867

Gerkensmeyer, Janis; McBride, Angela Barron; Feaster, Cynthia B.; Austin, Joan
Evaluating Mental Health Services for Children: The Parent's Perspective.
PUB DATE- 96
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; Delivery Systems; *Emotional Disturbances; *Family Needs; *Mental Health Programs; *Parent Attitudes; Parent Participation; Parent Role; *Participant Satisfaction; Program Evaluation; Stress Variables; Surveys
IDENTIFIERS- Indiana

One-hundred and sixty parents of students (ages 9 and older) who were part of an Indiana Alternative Residential Services (ARS) program were surveyed regarding their satisfaction with

Forty-nine children were from families in which the custodial parents were currently married, 33 were from divorced homes, and 13 came from homes in which the parents were separated. The study first conducted hierarchical regression analyses in which socio-economic status, child race, gender, and age were analyzed as a first block, followed by marital status in a second block, and then family conflict in block 3. In this ways, the study accounted for the variance attributable to demographic variables and marital status. Findings indicated that family conflict made an additional, unique contribution in predicting child externalizing problems and total symptom level. However, family conflict was not predictive of internalizing problems or global functioning as rated by the clinician. Furthermore, marital status did not make a significant contribution in predicting child functioning on any of the dependent measures after demographic variables were entered. (Contains 15 references.) (CR)

ED 460 510 EC 306 886

Fallon, Theodore, Jr.; Pumariega, Andres; Cuffe, Steven P.; Schwab-Stone, Mary
Treatment beyond Ten Visits Must Be Determined To Be Necessary. Symposium.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Adolescents; Attention Deficit Disorders; Children; Clinical Diagnosis; Depression (Psychology); *Eligibility; *Emotional Disturbances; Hyperactivity; Longitudinal Studies; *Mental Health Programs; Participant Characteristics; Racial Differences; Sex Differences; *Socioeconomic Status

These three symposium papers summarize the outcomes of studies that explored the accessibility and the utilization of youth mental health services. The first study, "The Role of Diagnostic Systems" (Theodore Fallon and Mary Schwab-Stone), involving 219 children (ages 6-12), examined the perils involved in the use of categorical diagnosis to identify who is in need of care. It found that depending on who was queried and how the information from the informants was combined, anywhere from 3 to 62 percent of the children could be diagnosed as having attention deficit hyperactivity disorder. The second study, "The Role of Economics and Jails: Access and Outcome for Under-Served Youth" (Andres J. Pumariega), compared mental health treatment of school-based youth, incarcerated youth, and a community mental health treatment group, to illustrate that entire populations can be overlooked when considering who needs care. Results found that youth from low socio-economic populations are under served in mental health programs. The third study, "A Longitudinal Study of Adolescent Mental Health Service Use" (Cuffe, Jackson, Waller, Chilappagari, Garrison, Addy, and McKeown), reports on mental health service use data from a longitudinal, school-based epidemiologic study of adolescent depression. Results found that most of the adolescents with psychiatric disorders failed to receive treatment, and that there are significant differences in both

PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; Blacks; Children; *Cultural Differences; *Emotional Disturbances; Hispanic Americans; Mental Disorders; *Mental Health Programs; Minority Group Children; *Needs Assessment; *Participant Characteristics; Program Effectiveness; Program Evaluation; Urban Areas

This paper discusses the finding of two studies that assessed the need for children' mental health services in the Mott Haven community of the South Bronx, and investigated the cultural, personal, and service utilization characteristics of Mott Haven children who are recipients of existing mental health services. Results from a one-week period in 1993 found that only 160 children and youth, or 34 percent of the estimated number of children who need mental health services, utilized those services. These findings indicate a large gap between the estimate of need for services and actual use of services. Study 2 used a sample of 143 Mott Haven youth (ages 17 and under) who utilized mental health services during a one-week period in 1993 to analyze cultural and personal characteristics of program participants. African American children had a tendency to receive services outside Mott Haven, while Hispanic children tended to be served inside Mott Haven, and younger children were more likely to visit clinics than older children and youth. These results provide some support for using personal characteristics and cultural measures to better understand patterns of service utilization. (CR)

ED 460 530 EC 306 906

Salzer, Mark S.
Principles for Conducting Outcomes Research.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; Data Analysis; *Emotional Disturbances; Intervention; Mental Health Programs; *Outcomes of Education; *Outcomes of Treatment; Program Effectiveness; Research Design; *Research Methodology
IDENTIFIERS- *Outcome Oriented Evaluation

This paper presents principles that should be considered in planning and interpreting studies of outcomes of interventions with children receiving mental health services. Principles to consider when planning outcome studies include recognizing that "outcome" refers to multiple rather than single domains and choosing outcome domains that coincide with program theory. Principles to consider when interpreting results of outcomes

PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Emotional Adjustment; *Emotional Disturbances; Family Environment; *Family Needs; Family Problems; Family Violence; Information Sources; Legal Responsibility; National Surveys; *Needs Assessment; *Parent Attitudes; Services; Severe Disabilities; Tables (Data)

This paper presents findings of a 1987-1988 survey of 966 parents of children with serious emotional disturbances. The questionnaire addressed issues concerned with seeking and receiving information and services, sources of formal and informal support, and perceptions of the effect of their child's disability on family life. Among specific issues addressed are requirements that parents relinquish legal custody when seeking publicly funded residential treatment (one-quarter of parents had faced this issue) and parents who felt physically threatened by their children (44 percent sometimes felt physically threatened). Other issues addressed included: involvement with professionals (social workers and psychologists were most frequently named); service needs and utilization (financial assistance, support groups, and respite care appeared to be unmet needs); information needs and utilization (information about transition planning and help for siblings were identified as most needed and most difficult to obtain); and effects of the child's emotional problems on family life (most parents said most aspects of family life were negatively affected); and sources of support (72 percent of parents reported emotional support as being most helpful). Recommendations keyed to these findings are offered. Tables detailing demographic and response information are appended. (DB)

ED 460 551 EC 307 319

Hecht, Elizabeth; Tuchman, Linda; Green, Meredith; Robbins, Sue; Rosin, Peggy; Schneider, Melanie; Duschak, Heidi
Pathways: Service Coordination Outreach Project. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 221p.; Project Period 1995-1998.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Disabilities; *Early Intervention; Federal Legislation; Infants; *Integrated Services; Models; Outreach Programs; Parent Participation; Parent Role; Program Effectiveness; Program Evaluation; Program Implementation; State Legislation; State Programs; Technical Assistance; Toddlers; Training

This final report describes the activities and outcomes of a service coordination outreach project designed to assist states in meeting their urgent needs for qualified and appropriately trained personnel to carry out their new roles as service coordinators in the provision and coordination of early intervention services as stipulated in federal and state legislation. The goals of the project included: (1) disseminate information about and adapt an effective inservice model in six

Dresser, Todd H.
A Case Study of Environmental, Health and Safety Issues Involving the Burlington, Massachusetts Public School System. "Tips, Suggestions, and Resources for Investigating and Resolving EHS Issues in Schools."
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Environment; Elementary Secondary Education; *Hazardous Materials; *Investigations; Prevention; *Public Schools; School Safety
IDENTIFIERS- *Burlington School District MA

An investigation was initiated concerning the environmental health within the Burlington, Massachusetts public school system to determine what specific environmental hazards were present and determine ways of eliminating them. This report presents 20 case studies that detail the environmental health issues involved, the approaches taken in investigating each problem, observations on conditions contributing to the hazard's development, the actions taken to eliminate the hazard, the lessons learned, and tips and suggestions concerning preventive management. Each case study concludes with advice on resources that can be used to help schools in investigating and eliminating each environmental hazard. Hazards investigated include the following: chemicals; asbestos; indoor air quality; pesticides; radioactive materials; fire prevention; radon; formaldehyde; safety equipment; spill and emergency response planning; underground storage tanks; and discharges to sanitary drains. (GR)

ED 460 572 EF 005 170

Maintenance and Operations and the School Business Administrator: A Compilation of Articles from "School Business Affairs." The Professional Development Series.
PUB DATE- 95
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Building Operation; Elementary Secondary Education; *Energy Management; *Public Schools; *Roofing; *School Safety
IDENTIFIERS- *Building Maintenance; Environmental Protection; *Outsourcing

Fourteen million students attend schools needing extensive repair or remodeling. It is estimated that U.S. schools will require as much as $112 billion to bring them up to a good overall condition and an additional $12 billion to comply with federal mandates. This book compiles what is considered the best maintenance and operations articles that have appeared in the journal "School Business Affairs, International" in recent years. The collection ranges from an overview of maintenance program management to specific maintenance projects such as recycling and pesticide use. Articles are categorized under the following broad topic areas: maintenance and operations management; contracting out maintenance services; energy management; security and safety; roofing; and environmental issues. (GR)

ED 460 573 EF 005 173

Sanoff, Henry

discusses the needs of rural schools and how the President's school modernization proposal would help them. Bouchard argues the need for federal assistance to school communities through a change in arbitrage rules and discusses how much the public supports federal help to modernize its public schools. (GR)

ED 460 598 EF 005 353

Ford, Jeffrey A.; Salazar, Terry L.; White, Gary L.
Construction Procurement Handbook for Texas School Districts and Institutions of Higher Education.
PUB DATE- 97
NOTE- 51p.; Produced by Ford Yungblut White & Salazar P.C.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; Higher Education; Public Schools; Purchasing; *School Construction; School Districts; *State Legislation
IDENTIFIERS- *Contract Management; Texas

Texas legislation allows public school districts to use a variety of contracting methods to obtain the "best value" for their construction projects. This resource document provides some of the basic framework regarding laws governing the award of construction contracts by school districts and institutions of higher education. Also provided are Contracting Method Summary Sheets that summarize the various authorized contracting methods. Specific topics for both public schools and higher education institutions address competitive bidding for construction services, competitive sealed proposals for construction services, construction manager-agent contracts, construction manager-at-risk contracts, design-build contracts, and job order contracts for facilities repair. Appendices contain the provisions of Texas legislation relative to construction contracting for school districts and higher education institutions. (GR)

ED 460 599 EF 005 355

Guenther, Peter
Directions for Education Building Planning Guidelines. Facility Services Section.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Design; *Computers; *Educational Facilities Improvement; *Educational Technology; Elementary Secondary Education; Foreign Countries; Guidelines; Public Schools
IDENTIFIERS- *Technology Implementation

A major problem of accommodating computer technology in today's classrooms is space availability and the general design and construction of most traditional classrooms. This document addresses the types of classroom architectural and interior considerations believed necessary in order to create a more amenable environment for classroom computers. Considerations include structural modifications, prevention of wet areas, wall painting, floor coverings to avoid static electrical shock,

*Immersion Programs; Spelling; *Swedish; Uncommonly Taught Languages; *Writing Skills; *Written Language
IDENTIFIERS- Finland
This study analyzed informal Finnish compositions written by the first pupils in Vaasa (Finland) who were taught Swedish by immersion method and the compositions of their parallel class. Compositions in the fourth and fifth forms were compared. The immersion pupils were taught mostly in Swedish, while their peers in the parallel group were taught in Finnish. Pupils in the parallel group wrote tests that were longer, more clearly divided, and had fewer spelling errors. The immersion pupils had problems with double consonants, and to some extent, with long vowels. At the same time, the immersion pupils were able to write more compound words correctly. In sentence structure, the immersion pupils favor auxiliary clauses while those in the parallel groups use more various inlaid structures and attributes. Therefore, the immersion pupils write sentences with more words than their parallels. As the immersion pupils speak in the fifth form more Finnish at school than before, the difference in the length of the texts has become smaller between the groups and the immersion pupils make fewer spelling errors. No clear influence of the Swedish language on the immersion pupils first language can be discerned. (Author/VWL)

ED 460 621 FL 025 593

Svensson, Pirkko Forsman
On the International Baccalaureate and Its Language Programme with Emphasis on Finnish B.
PUB DATE- 98
NOTE- 16p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Students; English; *Finnish; Foreign Countries; French; Higher Education; Native Language Instruction; *Program Descriptions; Second Language Instruction; Second Language Learning; Secondary Education; Spanish; Student Evaluation; Uncommonly Taught Languages
IDENTIFIERS- Finland; *International Baccalaureate
The International Baccalaureate (IB), a 2-year diploma program for students aged 16-19, gives access to higher education on a world-wide basis; it also allows for various national education systems. The program is available in English, French, and Spanish. It is supervised by the IB organization, a non-profit educational foundation with headquarters in Geneva. Today, IB examinations are offered in almost 100 countries, and there are some 750 IB schools. The IB Diploma can be displayed in the shape of a hexagon. Two of the subject groups that constitute the curriculum are made up of languages, with various options. Language A1 (mother-tongue program) is compulsory for all candidates. The other language courses available are A2, B and Ab initio. Language A2 is chosen by highly competent speakers of the language. Language B is intended for non-native students who have some previous experience of that language, whereas no previous experience is required for an Ab initio language program. This article discusses the IB language program at

L2 Listening Comprehension. Odense Working Papers in Language and Communication.
PUB DATE- 99
NOTE- 71p.; Paper presented at the Annual Odense University Conference (16th, Odense, Denmark, May 9, 1997). Support provided by the Faculty of Humanities at the University of Southern Denmark, Odense University and the Institute of Business Languages and Communication at the Southern Denmark Business School.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Class Activities; Classroom Techniques; *Discourse Analysis; Foreign Countries; Higher Education; Instructional Materials; Language Research; *Lecture Method; Linguistic Theory; *Listening Comprehension; Material Development; Native Speakers; Psycholinguistics; Second Language Instruction; Second Language Learning; *Second Languages; Teaching Methods

Essays on second-language (L2) listening comprehension include: "On Second Language Comprehension and Acquisition: Interactional and Psycholinguistic Perspectives" (Teresa Cadierno), a general theoretical overview of these processes; "Listening to Lectures" (Anne Jensen), a discussion of some characteristics of lectures and description of a study of linguistic modifications in L2 French lectures addressed to both native speakers of French and first- and second-year university students of French; "A Conversation Analytic View on Listening Comprehension: Implications for the Classroom" (Catherine E. Brouwer), which examines the ways conversation analysis, a methodology for studying talk-interaction, can contribute both to understanding of the interactional aspects of listening in collaborative situations and to listening pedagogy; and "Developing Listening Tasks for Language Learning" (Michael Rost), presenting a pedagogical framework for listening instruction that includes both a set of principles for listening task design and strategy training and outlines five types of listening tasks focusing on specific listening strategies. (MSE)

ED 460 643 FL 025 843

Bibliographie Moderner Fremdsprachenunterricht, 1998 (Bibliography of Modern Foreign Language Instruction, 1998).
PUB DATE- 98
NOTE- 613p.
LANGUAGE- German
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Information Sources; *Instructional Materials; *Language Research; Linguistic Theory; *Modern Languages; *Reference Materials; Second Language Instruction; *Second Languages

The four issues of the 1998 bibliography, published in German, contain annotated listings of materials of interest to modern foreign language teachers. Introductory sections give instructions in the design and use of the bibliography, and a list of relevant periodicals, publishers, and institutions is provided. Subsequent sections include: annotated citations of research reports, articles, and books, with subject and author indexes; annotated citations of instructional materials, with subject and author indexes; and annotated citations of reference materials, with author, subject, and project indexes. (MSE)

"Who's Responsible?"; (9) "Your Head and What's Ahead"; and (10) "Resources for Parents." (Contains 263 endnotes.) (SLD)

ED 460 663 HE 034 593

Townsend, Barbara K.
Is There a Hidden Curriculum in Higher Education Doctoral Programs?
PUB DATE- 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Doctoral Programs; Gender Issues; *Graduate Students; Graduate Study; *Hidden Curriculum; Higher Education; Incidental Learning; Racial Bias; Values

Although the concept of hidden curriculum has been a popular one in writings about K-12 public education, it has not been much applied to higher education doctoral programs. D. Peters and M. Peterson (1987) have discussed the possibility of a hidden curriculum in higher education, focusing on hidden curriculum as unofficial expectations, unintended learning outcomes, implicit messages, or as a curriculum created by the students. Intriguing as the idea of curriculum created by students is, this paper focuses on two aspects of hidden curriculum: unintended learning outcomes or messages of the formal curriculum and implicit messages arising from the structure of schooling. The curriculum in most higher education programs probably reflects a preponderance of works by white male scholars. This results in the unintended message that knowledge created by and about women and people of color is not important. Certain structural elements of a program results in a hidden curriculum that faculty unconsciously teach and students unconsciously learn. These include the social structure of the classroom, the teacher's exercise of authority, the rules governing the relationship between teacher and student, standard learning activities, and structural barriers in the institution. Faculty members or administrators who uncover the hidden curriculum in their current programs can determine if what the hidden curriculum teaches is what they want students to know. (SLD)

ED 460 664 HE 034 594

All Faculty Matter! A Study of Nontenure-Track Faculty at Illinois Public Colleges and Universities.
PUB DATE- 02
NOTE- 38p.; The Center for Government Studies at Northern Illinois University conducted the surveys for this report. Appendix I is not available through ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *College Faculty; Higher Education; *Nontenured Faculty; *Part Time Faculty; Public Colleges; State Universities; *Teacher Salaries; *Tenured Faculty
IDENTIFIERS- *Illinois

This report responds to a resolution from the Illinois General Assembly directing the State Board of Higher Education to study issues affecting the use and compensation of nontenure-track

Section III: "Policy Assessment"; Section IV: "Technical Assessment"; and Section V: "User Assessment." Within each section, the methodology is detailed, findings presented, and recommendations suggested. Appendices include details of data collection instruments and other background information. (Author/AEF)

ED 460 682   JC 020 079

Hollowell, Rex, Ed.
Part-Time Faculty: %, !, ? or Statistics, Responses and Questions.
PUB DATE- 98
NOTE- 10p.; Published annually. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjunct Faculty; College Faculty; *Community Colleges; Educational Practices; Educational Quality; *Faculty Workload; Health Insurance; Job Security; *Part Time Faculty; *Teacher Employment Benefits; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This paper, from the Faculty Association of Community and Technical Colleges (FACTC) in Washington, addresses the issue of part-time faculty employment in the state's community colleges. In fall 1997, there were 3,019 full-time and 5,256 part-time instructors in Washington's two year colleges. Departments that rely most heavily on part-time faculty are those teaching basic skills, developmental, and college English. FACTC states that there are good reasons for employing part-time faculty, such as when a certain course should be taught and there is no one to teach it, and it is not offered often enough to warrant a full-time contract. But there are still too many part-time faculty filling positions that could utilize full-time faculty, and part-time instructors continue to be poorly paid and mistreated. And because many adjunct faculty teach at more than one college or have other second jobs in order to make a living wage, they do not have time to participate in conferences, do committee work, or do independent research and publishing. Thus, when a coveted full-time job is available, their vitae are lacking. FACTC suggests that the solution to the problem is complicated in its political, policy, and moral dimensions. The issue contends that the overdependence on part-time faculty adversely affects higher education. (NB)

ED 460 683   JC 020 081

Villeneuve, Phyllis, Ed.
Long Distance Learning.
PUB DATE- 97
NOTE- 29p.; Published annually. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *Community Colleges; *Curriculum Development; *Distance Education; Educational Objectives; Educational Technology; Faculty Development; Program Implementation; *Student Attitudes; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Washington

This report, from the Faculty Association of Community and Technical Colleges (FACTC) in Washington, focuses on various

DESCRIPTORS- *Community Colleges; Educational Assessment; *Eligibility; *Learning Disabilities; Services; *Special Needs Students; *Student Evaluation; Student Needs; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document provides an overview of the California Community Colleges Learning Disabilities Eligibility Model. The model provides a uniform system for identifying adults who are eligible for learning disabilities services within the California Community Colleges. Research for the development of the model included an examination of the clinical characteristics of adult students with learning disabilities, surveys of specialists from both within the community college system and at the national level, the development of assessment instruments designed to measure ability and achievement, and several pilot and test-retest studies. The resulting model contains the following six components of eligibility: (1) intake screening, (2) measure achievement, (3) ability level, (4) processing deficit, (5) aptitude-achievement discrepancy and (6) eligibility recommendation. Students are judged on the basis of this model and are considered eligible if they have met the specified criteria for each component. Detailed descriptions of the research process and each of the six components are included. A section on policy-related questions and answers is provided that addresses assessment-related issues such as funding, use of existing data, record keeping, testing standards, training in the eligibility procedures for LD specialists, assessment of a variety of student populations, curriculum requirements, assessing outcomes, and verification. An exemplar case study is also included. (SKF)

ED 460 703 JC 990 214

Institutional Effectiveness Report.
PUB DATE- 99
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education; Community Colleges; Degrees (Academic); *Educational Assessment; Educational Finance; Enrollment; *Institutional Mission; Program Effectiveness; *School Effectiveness; *Student Characteristics; Student Evaluation; Two Year College Students; Two Year Colleges
IDENTIFIERS- College of the Canyons CA

This is the first edition of the College of the Canyon's (California) Institutional Effectiveness Report, which is modeled after the statewide report prepared by the Chancellor's Office. The college is measuring 60 effectiveness indicators in four mission areas: student access, student success, staff composition, and fiscal condition. A brief introduction addresses the following five questions: What is institutional effectiveness? Why must we evaluate it? What are community colleges measuring? What is College of the Canyons measuring? What are the challenges ahead? The remainder of the report presents the definition, use, analysis, and planning impact of each of the 60 indicators, divided into the 4 mission areas. Student access indicators include: external impacts on enrollment; fall and spring enrollments (1993-1997); enrollments by gender, race/ethnicity, age groups, level of education, and citizenship status; financial aid programs; and disabled student programs and services. Student success indicators include: ESL and Basic Skills completion by race/ethnicity and gender; certificates awarded by

DESCRIPTORS- *Academic Achievement; Access to Education; Community Colleges; Educational Finance; *Educational Planning; Educational Technology; Elementary Secondary Education; Enrollment; *Futures (of Society); *Governance; Higher Education; *Lifelong Learning; Long Range Planning; Program Implementation; Technical Institutes; Universities
IDENTIFIERS- *Washington

This report presents a 25-year plan to raise academic achievement levels and to create a seamless system of lifelong learning in postsecondary schools in the state of Washington. A focus is placed on access in terms of learning, individual enrichment and economic advancement for the people of Washington State. Factors such as increased enrollment, technological advancement, and economic limitations are discussed as pre-determinants of the need for change. The report recommends that in order to maintain an effective educational system the following changes be made: a clarification of priorities, the creation of new partnerships, the design of organizational structures that promote innovation, improved efficiency, reduction of costs, and an increased capacity to service traditional and non-traditional students. A 15-point package of recommendations is presented that focus on the broad areas of access and opportunity in enrollment, quality, innovation and productivity, and funding and governance. The report suggests that in order for the changes to be effective, the package must be implemented as whole. Support for the recommendations is provided in the appendices in the form of research findings, and graphical representation of financial and population, and enrollment projections for the state of Washington into the year 2020. The Social and Economic Sciences Research Center of Washington State University 2020 Commission Citizen Survey prepared for the Year 2020 Commission of the Office of Financial Management in Olympia, Washington by Marion Lundry (SESRC Data Report #98-20, July 1998) and Questionnaire are also appended. (SKF)

ED 460 723 JC 990 319

Berry, James J.; Plecha, Michelle D.
Academic Performance as a Function of Achievement Motivation, Achievement Beliefs, and Affect States.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Affective Behavior; Community Colleges; *Student Attitudes; *Student Motivation; *Test Anxiety; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Oakland Community College MI

Three pilot studies are used to examine the relationships between academic performance, student ability, and motivation among community college students. The first study analyzed the association between motivation and academic performance in order to test the hypothesis that students who are highly motivated will earn higher grades. Results indicate that the relationship between level of motivation and academic performance fluctuate throughout the semester. The second study examined the relationship between students' attribution of success and academic performance, in order to explore beliefs held by students, the antecedents to students' beliefs, and how the beliefs are related to actual academic performance. The findings suggest that students who attribute academic performance to internal factors such as self-ability and hard accountability indicators are discussed: (1) licensure fields; (2) job placement; (3) student satisfaction; (4) alumni satisfaction; (5) core knowledge and skills; (6) graduation rates; (7) degrees conferred; (8) program accreditation; (9) external peer review; (10) faculty productivity; (11) tuition and fees; (12) staffing; (13) expenditures; (14) private giving; and (15) financial aid. Fifteen tables are presented, one for each of the accountability measures, including a comparison between Tennessee data, regional data, and national data, when available. (AMA)

ED 460 743 JC 990 511

Advanced Technological Education: An Overview and Profile of 11 National Centers.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.
PUB DATE- 99
NOTE- 36p.; Prepared by the Advanced Technological Education Program, Division of Undergraduate Education, Division of Elementary, Secondary and Informal Education, National Science Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Curriculum Development; High Schools; Higher Education; Material Development; *Partnerships in Education; Program Descriptions; Program Improvement; Teacher Education; *Technology Education
IDENTIFIERS- National Science Foundation

This booklet describes the Advanced Technological Education (ATE) program sponsored by the National Science Foundation (NSF). The ATE encourages improvements in advanced technological education at the national and regional levels using curriculum development and program improvement at the undergraduate and secondary school levels. The ATE not only prepares students to enter the technical workforce, but also provides a solid foundation for continued education. Currently, the ATE program is supporting 11 Centers of Excellence, located in community colleges across the country, and about 160 projects. The projects focus on specific aspects of technician education, such as curriculum and educational materials, faculty and teacher preparation, technical experiences for students and laboratory development. Brief descriptions of each of the programs are provided for the 11 participating community colleges: (1) Bellevue Community College, WA; (2) Chemeketa Community College, OR; (3) Eastern Iowa Community College District; (4) Maricopa Community College District, AZ; (5) Middlesex County College, NJ; (6) Monterey Peninsula College, CA; (7) San Francisco Community College District, CA; (8) Sinclair Community College & University of Dayton, OH; (9) South Carolina Technical College System; (10) Springfield Technical Community College, MA; and (11) Texas State Technical College, Sweetwater. All centers and most projects have extensive partnerships with businesses and industry, and also with other two-year colleges, four-year institutions and secondary schools. (JJL)

ED 460 744 JC 990 514

Peralta Community College District Program Review Manual, 1996-1997.
PUB DATE- 96

reflections. The video concludes with suggestions for getting started with documentation, including selecting one or two items to collect or document at intervals over the year, such as writing samples, and writing the descriptions of products for display. (HTH)

ED 460 761 PS 027 064

Stephenson, Susan Mayclin
Michael Olaf's Essential Montessori: School Edition for Ages 3-12
PUB DATE- 98
NOTE- 21p.; For the birth to three years edition, see ED 441 585.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; Educational History; Educational Philosophy; Educational Practices; Educational Principles; *Elementary School Students; *Elementary Secondary Education; Montessori Method; Parent Child Relationship; *Preschool Children; *Preschool Education; Secondary School Students; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Historical Background; Montessori (Maria); *Montessori Preschools; *Montessori Schools

This document details the Montessori approach to educating children from age 3 through age 12. Section 1 provides an introduction to Montessori and its history, focusing on Maria Montessori's work, the Montessori educational philosophy, educational practices (including multi-age grouping and teaching methods, Montessori teachers and their training, educational materials, the use of television and computers as educational tools, and Montessori at home). Section 2 describes parenting and teaching children in different age groups, while section 3 presents information on preparing the environment. Sections 4 through 12 detail the following aspects of the Montessori approach for children ages 3 to 6 years: family life, toys and games, earth, plants and animals, people, language, music, art, and mathematics. Sections 13 through 19 detail the following areas of the Montessori approach for students ages 6 to 12 years: family, earth, plants and animals, history, geography, and biography; language; the arts; and geometry, mathematics, and invention. Section 20 describes the Montessori approach for students from 12 to 18 years, focusing on the Erdkinder. (KB)

ED 460 762 PS 027 108

Kalbaugh, Christine, Ed.
Journal of Child-Care Administration, 1997-1998.
PUB DATE- 98
NOTE- 66p.; For the 1999-2000 issues, see ED 450 883-884. Only two issues were produced in 1998.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrators; Child Caregivers; Child Health; *Day Care; *Day Care Centers; *Early Childhood Education; Parent Caregiver Relationship; Parent School Relationship; Parent Teacher Cooperation; Periodicals; *Program Administration; Program Descriptions; Sick Child Care; Teamwork
IDENTIFIERS- I Am Your Child

appropriate questions; and gathering useful and usable information; (3) stages of the interview--preparation, putting the potential employee at ease, exchange of information, closing the interview, and choosing the right candidate; and (4) guidelines---checklists and guidelines to evaluate the effectiveness of interviews. Forms and information sheets are included. (KC)

ED 460 265 CE 077 665

Michelin Tire Company Workplace Literacy Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Curriculum Guides; Inplant Programs; Instructional Materials; Learning Activities; Learning Modules; Lesson Plans; Literacy Education; *Mathematics Instruction; Mathematics Skills; *Measurement; *Measurement Equipment; *Metric System; *Numeracy; Reading Comprehension; *Statistical Analysis; Student Evaluation; Workplace Literacy
IDENTIFIERS- *Statistical Process Control

This packet provides generic versions of curriculum developed for the Michelin Tire Corporation workplace literacy program, specifically the mathematics portion. Altered material included in the packet protects proprietary information; some lessons include lines that take the place of deleted information. Other companies are recommended to use their own nomenclature to fill in these areas. The 11 lessons adapt easily for use by the individual student or in a classroom group setting. Each lesson consists of some or all of the following components: lesson summary sheet with job title, lesson title, overall time, and the following information in a table format--specific instructional objective and learning activities with corresponding time, resources/materials, and evaluation process; teacher's outline of content and activities; videotape script(s); handout(s); transparency masters; worksheet(s); worksheet answer key(s); and post-assessment. Lesson topics are as follows: measuring using the metric ruler; lapsed time (downtime calculations); reading gauges; measuring with a Vernier caliper; reading comprehension (keeping up with change in the workplace); statistical process control (SPC)--measuring accurately; SPC--recording measurements on SPC charts; SPC--calculating average; SPC--calculating range; SPC--recording average and range; and SPC--plotting average and range. (YLB)

ED 460 266 CE 077 666

Southern Ductile Training Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 390p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; *Computer Literacy;

Church, Kathryn
Learning To Walk between Worlds--Informal Learning in Psychiatric Survivor-Run Businesses: A Retrospective Re-Reading of Research Process and Results from 1993-1999. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business; *Community Development; Community Organizations; Developed Nations; Economic Development; Employer Employee Relationship; Empowerment; Foreign Countries; *Individualized Programs; *Informal Education; Lifelong Learning; *Mental Disorders; Psychiatric Services; Rehabilitation; Social Support Groups; *Socialization; *Vocational Adjustment
IDENTIFIERS- *Canada

This working paper is intended to enrich an initial description of alternative businesses and A-Way Express Couriers, in particular. (A-Way, a 12-year-old community organization, is a psychiatric survivor-run alternative business.) The paper begins with a brief commentary on the psychiatric survivor movement and research on it. The paper traces the emergence and entrenchment of learning as a key feature of psychiatric survivor-run or alternative businesses. The methodology used is to re-read previous research projects and results through the lens of informal learning. Early research on psychiatric survivor-run businesses is reviewed in view of a definition of social learning with these three dimensions: solidarity learning, reshaping the definition of self, and organizational learning. A more detailed examination of informal learning processes at A-Way builds on a previously generated profile and is organized according to the three dimensions of social learning. Comments are based on face-to-face interviews with five employees from each of these three groupings within A-Way: couriers on commission, part-time office staff on salaries, and full-time management on salaries. The final section constructs a narrative account of one woman's learning at A-Way--how over nine years she moved from courier to executive director of the business on a journey that evokes the richness and complexity of informal learning in this context. (YLB)

ED 460 284 CE 082 650

Goldberg, Michelle; Corson, David
Minority Languages Learned Informally: The Social Construction of Language Skills through the Discourse of Ontario Employers. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Conference of New Approaches to Lifelong Learning (4th, Toronto, Ontario, Canada, October 20-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Bilingualism; Canada Natives; Developed Nations; Discourse Communities; *Employer Attitudes; *Employment Potential; Foreign Countries; Immigrants;

referrals for assessment and over-emphasis on the child as the problem. Misbehavior may not be a symptom of psychopathology, but a function of the child's adaptation to the particular system. Observing behavior outside the testing room increases understanding of the interpersonal context in which the behavior is taking place. Adding standardized testing and observation together, the number and variety of possible intervention strategies is increased. Experience with shifting the focus of a multidisciplinary, pupil-services team away from individual assessment and in the direction of assessment of the child's functioning in context is presented. The reframing technique is described, and changes in the response of the team utilizing a systems perspective to test and place referrals are reported. Hope is increased when children's difficulties are assessed in terms of the social environment. (Contains 13 references.) (EMK)

ED 460 301 CG 028 728

Shelby, Patricia
Isolated and Invisible: Gay, Lesbian, Bisexual and Transgendered Youth. Report for the South Fraser Regional Health Board, March 1998.
PUB DATE- 98
NOTE- 28p.; Report was funded by the Boundary Health Unit and the South Fraser Regional Health Board.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Adolescents; At Risk Persons; *Bisexuality; Elementary Secondary Education; Foreign Countries; Health Education; *Health Needs; Health Services; *Homosexuality; Individual Development; Lesbianism; Mental Health; *Policy; Young Adults; Youth Programs
IDENTIFIERS- British Columbia; *Transsexuals

Gay, lesbian, bisexual, and transgendered youth are largely unsupported by health service providers, educators, and parents. Problems facing these youth, especially feelings of being isolated and invisible, are far greater than expected. Discrimination and prejudice stemming from a lack of accurate information is the norm, although small pockets of support are growing in number. This report examines the health issues of gay, lesbian, bisexual, and transgendered youth in the South Fraser Region, the resources currently available to help them, and the strategies needed to improve their health. Health risks are significantly higher for them, and are largely attributed to the societal discrimination. Health risks include depression, suicide, verbal and physical assault, homelessness, school drop-out, substance abuse, and HIV infection. Individual health service providers, regional health boards, the Ministry for Children and Families, and the Ministry of Education must become involved in developing and implementing policies and strategies to improve the health of this group. Such strategies include educating health service providers, school staff, and the general public; promoting acceptance in schools and society in general; strengthening self-help networks; and conducting further research into health issues related to the needs of this group. (Contains 29 references.) (EMK)

ED 460 302 CG 028 810

Guthmann, Debra S.; Sandberg, Katherine A.

Response" (adapted by Kris Sieckert); (7) "Disasters: Developing a Crisis Response Plan" (Debbie Waddell, Alex Thomas); (8) "Childhood Responses to Trauma" (adapted by Ted Feinberg); (9) "Student Violence: Warning Signs;" (10) "Safe Schools Resources" (compiled by Andrea Canter); (11) "What Is a School Psychologist?" Some articles provide references and relevant resources. (MKA)

ED 460 320 CG 031 068

AusEinetter, 1998.
SPONS. AGENCY- Australian Commonwealth Dept. of Health and Family Services, Canberra.
PUB DATE- 98
NOTE- 53p.; Five issues were produced in 1998. For the 1997 series, see ED 444 038.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Children; Foreign Countries; *Intervention; *Mental Health; National Programs; *Prevention; Programs; Suicide
IDENTIFIERS- Australia

This publication contains the 1998 issues of the Australian Early Intervention Network for Mental Health in Young People newsletters for health professionals. The newsletters disseminate information about the national and local initiatives for intervention and prevention of mental health problems in young children and youth. Each issue also offers news items on upcoming forums, workshops, or support groups; information on health topics; and reports from start-up operations of new programs. Guest articles in these issues include: "Early Intervention in Youth Suicide in Australia"; "Future Pathways for Prevention and Early Intervention: 'Prevention for the Nineties'" (Patrick McCorry); "Early Intervention for Attention-Deficit Hyperactivity Disorder" (Philip Hazell); "Early Intervention of Indigenous Social and Emotional Health Problems" (Ernest Hunter); "Early Intervention: Its Place in the Prevention of Youth Suicide" (Penny Mitchell); "What Is Normal and What Is Abnormal?" (Robert Kosky); and "Promoting Family and Community Resilience in Indigenous Communities: Cultural Adaptation of the Resourceful Adolescent Parent Program" (Paul Harnett, Colleen Clarke, Ian Shochet). (Contains 21 references.) (JDM)

ED 460 321 CG 031 069

AusEinetter, 1999.
SPONS. AGENCY- Australian Commonwealth Dept. of Health and Family Services, Canberra.
PUB DATE- 99
NOTE- 22p.; Two issues were produced in 1999. For the 1998 issues, see CG 031 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Children; Foreign Countries; Indigenous Populations; *Intervention; *Mental Health; National Programs; Prenatal Care; *Prevention; Program Evaluation; Suicide
IDENTIFIERS- Australia

This document contains issues eight and nine of the 1999 Australian Early Intervention Network for Mental Health in Young People newsletters for health professionals. The into four sections. Each section directly addresses helping students develop their abilities to interact with text. In the first section, the "Essential Elements of Reading" are described. Next, "General Guidelines for Reading Instruction" provides teachers with organizational suggestions. Third, "Features of Text," focuses on the important aspects of printed materials which influence how readers comprehend and what teachers need to emphasize during instruction. Finally, the "Effective Reading strategies" section presents information on developing the strategic behaviors used by proficient readers as they construct meaning. (Contains 3 tables, 23 figures of data, and a 79-item bibliography.) (RS)

ED 460 344 CS 013 575

Reading/Literature Official Scoring Guide, Grades 4-12: 1998-1999 and 1999-2000.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Reading; Elementary Secondary Education; Literary Criticism; Reader Response; *Reading Achievement; *Reading Comprehension; *Scoring; Tests; Writing Evaluation
IDENTIFIERS- Oregon

These official scoring guide for reading/literature present details of the 6-point scoring system used in Oregon schools for the 1989-99 and 1999-2000 school years for grades 4-12. They list the attributes of students' responses to merit a score from 1 (lowest) to 6 (highest) in the areas of comprehension, extending understanding, reading critically--text analysis, and reading critically--context analysis. (RS)

ED 460 345 CS 013 576

Reading Official Scoring Guide: Oral Reading Fluency Third Grade Benchmark, 1998-1999 and 1999-2000.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Benchmarking; Grade 3; *Oral Reading; Primary Education; Reading Achievement; *Reading Comprehension; Reading Tests; Scoring
IDENTIFIERS- Oregon; *Reading Fluency; *Retelling

These official primary trait scoring guide presents details of the 6-point scoring system used in third-grade Oregon schools to evaluate students' performance in oral reading fluency and in comprehension (as measured through retelling). The oral reading fluency benchmark portion of the scoring guide is broken down into phrasing, flow, and pace measures at each scoring level, and the comprehension benchmark portion is divided into sections on the quality of the retelling, main idea(s), supporting details, inference, and personalization/extending understanding. The guide also

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bullying; *Childrens Literature; Cooperation; *Family (Sociological Unit); *Friendship; Learning Activities; Primary Education; Social Problems; Thematic Approach
IDENTIFIERS- *Intergenerational Relationship
This book presents summaries and activities associated with 15 books to read with kindergarten through second graders that explore social issues central to their lives. Thematic topics include the give and take of friendship; bullies, pests, and teasing; isolation and reaching out across generations; families; and working together. It features comprehensive summaries of the books, a variety of group activities for increasing understanding, questions and topics for prompting good discussions, and lists of thematically-related stories. It also includes general guidelines for using literature in the classroom, facilitating good book discussions, and choosing meaningful related activities. The 15 works discussed are: "Chester's Way" (Kevin Henkes); "Frog and Toad are Friends" (Arnold Lobel); "Rosie and Michael" (Judith Viorst); "Ira Says Goodbye" (Bernard Waber); "A Toad for Tuesday" (Russell Erickson); "Bootsie Barker Bites" (Barbara Bottner); "Ira Sleeps Over" (Bernard Waber); "The Mitten Tree" (Candace Christiansen); "Somebody Loves You, Mr. Hatch" (Eileen Spinelli); "Julius, the Baby of the World" (Kevin Henkes); "The Relatives Came" (Cynthia Rylant); "Through Moon and Stars and Night Skies" (Ann Turner); "I'll Fix Anthony" (Judith Viorst); "Officer Buckle & Gloria" (Peggy Rathmann); and "Yard Sale" (James Stevenson). (Each section contains resources.) (RS)

ED 460 368 CS 216 714

Georgia Quality Core Curriculum: Language Arts, K-12.
PUB DATE- 97
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Communication Skills; *Core Curriculum; Curriculum Development; Elementary Secondary Education; Grammar; *Language Arts; Language Usage; Listening Skills; Reading Skills; Speech Communication; *State Standards; Writing Skills
IDENTIFIERS- Georgia
This paper presents, in tabular format, the Language Arts standards of the Georgia Quality Core Curriculum. The first column lists the strand number, the second column presents the content standard, the next column lists the topic (listening, speaking, grammar, writing, literature, etc.), the next column notes the concept covered by the standard, and the last column makes space available for notes. The standards in the paper are divided first by grade level (individually from kindergarten through grade 8, then grades 9-12 combined) and further divided within grade levels, where appropriate, into sections such as oral communication, written communication, reading, speaking, literature, grammar and usage, journalism, and listening. (RS)

ED 460 369 CS 216 715

Language Arts QCC (Quality Core Curriculum) Scope and Sequence--Written Communication: Reference-Study.
PUB DATE- 98

reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) write a personal narrative; (2) write a literary analysis paper or a field study report; (3) write a persuasive paper; (4) write a film review; and (5) collaboratively produce an academic journal or magazine. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 392 CS 216 756

Briefing Notebook: Performance Package, Minnesota Profile of Learning.
PUB DATE- 97
NOTE- 5p.; Content Standard: Read, View, Listen: Read Complex Information; Level: Partial High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; Communication Skills; High Schools; *Information Skills; Listening Skills; Performance Based Assessment; *Reading Comprehension; Research Skills; *State Standards; Student Evaluation; Youth Problems
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending and evaluating complex information in a variety of English language non-fiction reading, viewing and listening selections. It begins with reference to the particular content standard addressed in the package, the educational level of the package ("partial" high school), and a summary statement of the content standard. It then describes the task associated with the student performances: create a briefing notebook that summarizes a range of information on an issue, topic, or problem related to young people. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 393 CS 216 757

A Matter of Opinion: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 20p.; Content standard: Write and Speak: Writing; Level: Partial Middle.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; *Editorials; *Essays; Letters (Correspondence); Middle Schools; Performance

In fall 1993, the Massachusetts Board of Education approved the Department of Education's Implementation Plan for Education Reform and appointed a board task force to oversee the implementation process. This document presents the state's first annual implementation report card for education reform. The implementation plan identified 54 distinct activities that were grouped into five strategic goals: (1) establish new standards and programs for students that ensure high achievement; (2) administer a fair and equitable system for school finance; (3) work with school districts to create a governance structure that encourages innovation and accountability; (4) enhance the quality and accountability of all educational personnel; and (5) improve the Department of Education's capacity and effectiveness in implementing education reform. Part 1 summarizes progress made toward the five strategic goals. Part 2 (separately bound appendices) includes an end-of-year summary for the 54 implementation activities, each of which is linked to one of the five strategic goals. The second part also includes a status report on the 49 statewide groups involved with implementation; the final draft of the Common Core of Learning approved by the Board of Education on July 14, 1994; and a catalog of all other Massachusetts education reform documents. Due to inadequate resources, the state will focus initial efforts on those activities directly related to the development of academic standards. State accomplishments during the first year and challenges for year 2 are highlighted. (LMI)

ED 460 415   EA 027 080

Norris, Cynthia J.
Developing Holistic Leadership: A Program Description.
PUB DATE- 92
NOTE- 27p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992). Addendum described in paper is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Cognitive Style; *Curriculum Design; Graduate Study; Higher Education; *Holistic Approach; Intuition; *Leadership Styles; Personality Traits; Psychometrics

Creative leadership calls for leaders to make full use of the analytical as well as the intuitive mind. This paper argues that leadership-preparation programs must therefore provide opportunities for the development of the leader's potential. The paper describes a pilot program implemented by the Department of Educational Leadership and Cultural Studies at the University of Houston (Texas). The program used a holistic curriculum approach, with a focus on individual development. Data were gathered from 5 diagnostic tests administered to the 15 students who completed the first pilot program, analysis of students' personal belief statements, and an evaluation of students' leadership behaviors. Examples of student profiles are presented to illustrate the link between individual cognitive patterns and leadership styles. Compared to more traditional delivery systems, a holistically designed preparation program offers greater opportunities for: (1) learning material of personal relevance; (2) developing proactive learning; (3) developing the capacity to visualize;

School Crisis Management Manual: Guidelines for Administrators. Second Edition.
PUB DATE- 01
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accidents; *Administrator Responsibility; Counseling Techniques; *Crisis Intervention; *Crisis Management; Death; Elementary Secondary Education; News Media; Parent School Relationship; Police School Relationship; School Counselors; School Nurses; School Psychologists; *School Safety; Security Personnel; Stress Management; Violence; Weapons

This three-part manual is intended for principals and other administrators responsible for developing and managing school crisis plans. Part 1, preparation for a school crisis, includes sections on the selection and training of members of the school crisis team, steps in developing a school crisis plan, and four crisis scenarios to train team members to implement the crisis-management plan: student with a gun, arrest of a teacher, death of a teacher, and suicide of a student. Part 2, intervention, includes samples of written communication to parents and faculty; guidelines for dealing with the media; and suggested steps for the management of 29 different crisis situations. Part 3, resolution, provides information for helping students cope with grief and loss, dealing with post-traumatic stress, and conducting crisis counseling. The manual concludes with sections on organizing and managing a community meeting, debriefing the crisis team, and stress-management care for the caregivers. (PKP)

ED 460 435 EA 031 343

Temes, Peter S., Ed.
Teaching Leadership: Essays in Theory and Practice. American University Studies. Series XIV, Education. Volume 40.
PUB DATE- 96
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *Ethics; *Leadership Effectiveness; *Leadership Qualities; *Leadership Responsibility; *Moral Values

All the essays in this collection explicitly or implicitly discuss the ethics of leadership. Paul Johnson's "Plato's Republic as Leadership Text" is an essay on Plato and Nietzsche that considers two fundamental issues: the use of force and persuasion and the tension between the actions that lead to a position of leadership and the actions after obtaining the position. Peter Temes' "Teaching Leadership/Teaching Ethics: Martin Luther King's Letter from the Birmingham Jail" emphasizes the importance of moral ideas to leadership. Thomas D. Cavenagh's "Earl Warren, Thurgood Marshall, 'Brown v. Board of Education of Topeka': Portraits in Leadership" shows how leaders gain power and respect through moral ideas. Mark Sibicky's "Understanding Destructive Obedience: The Milgram Experiments" has much to say about the misuse of power. During these experiments, an authoritative person in a white coat asked a person to give electric shocks to someone who exhibited pain. A high percentage followed orders. Jacob Heilbrun's "Can

IDENTIFIERS- *School to Work Opportunities Act 1994

This document consists of two guides intended for either employers or service providers involved in school to work partnerships for students with disabilities. "Tools for Service Providers" is intended to be used for training local-level providers who are developing school to work linkages with employers. Following an introduction, this booklet addresses initial steps in developing partnerships with employers, recruiting business partners, and sustaining partnerships. "Tools for Employers" is intended to encourage employers to become involved in a range of school-to-work activities from participating in career days and tours and job shadowing opportunities, to offering internships and intensive work-based experiences. Specifically, the publication provides information regarding: The School-to-Work Opportunities Act, options for employer involvement, strategies for supervising and successfully working with youth who have disabilities, disability awareness strategies, providing accommodations, and incentives for participation. Also provided is a listing of resources, including 23 selected national resources, 3 school-to-work resources, and 7 resources for school-business partnerships. (DB)

ED 460 453 EC 306 659

Simmons, Deborah C., Ed.; Kameenui, Edward J., Ed.
What Reading Research Tells Us about Children with Diverse Learning Needs: Bases and Basics. The LEA Series on Special Education and Disability.
PUB DATE- 98
NOTE- 399p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; Elementary Secondary Education; Metacognition; Phoneme Grapheme Correspondence; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Vocabulary Development; *Word Recognition

This book is designed to communicate findings of a research synthesis investigating the bases of reading failure and the curricular and instructional basics to help guide the design and advancement of children's reading performance. It provides in-depth analyses and discussion of six areas of reading, summarizing what the research tells about students with diverse learning needs and abstracts common findings into guidelines for understanding reading failure and reading practices. The volume is organized into six sections corresponding to the six areas of reading reviewed: emergent literacy, phonological awareness, word recognition, vocabulary acquisition, text organization, and metacognitive strategies. The chapters are: (1) "Introduction" (Deborah C. Simmons and Edward J. Kameenui); (2) "Emergent Literacy: Research Bases" (Barbara K. Gunn, Deborah C. Simmons, and Edward J. Kameenui); (3) "Emergent Literacy: Instructional and Curricular Basics and Implications" (Barbara K. Gunn, Deborah C. Simmons, and Edward J. Kameenui); (4) "Phonological Awareness: Research Bases (Sylvia B. Smith, Deborah D. Simmons, and Edward J. Kameenui); (5)"Phonological Awareness: Instructional and Curricular Basics and Implications" (Sylvia B. Smith, Deborah D. Simmons, and Edward J. Kameenui); (6) "Word Recognition: Research Bases (David J. Chard, Deborah C. Simmons, and Edward J. Kameenui); (7) "Word Recognition: Instructional and Curricular Basics and Implications: (David J. Chard, Deborah C. Simmons, and Edward J. Kameenui); (8) "Vocabulary Acquisition: Research Bases" mothers were classified as being in poor mental health. (Contains 22 references.) (CR)

ED 460 472 EC 306 848

Dore, Martha Morrison
Evaluation of an Intensive In-Home Services Program Aimed at Parents with Substance Abuse Issues Reported for Child Maltreatment.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Alcohol Abuse; At Risk Persons; *Child Abuse; *Child Neglect; Day Care; Demonstration Programs; Drug Abuse; *Home Programs; Intervention; *Outcomes of Treatment; *Prevention; Program Effectiveness; Recidivism; *Substance Abuse

This paper discusses the results of a study that investigated the effectiveness of a demonstration program designed to provide in-home intervention with parents and children in families with substance abuse issues. The goals of the program were to prevent further child abuse or neglect, prevent family breakdown and child placement, and facilitate substance abuse treatment for caregivers. Data were collected on 138 participating families referred to the program by the local public child welfare agency or from a hospital-sponsored drug treatment center that treated many parents living in the program's catchment area. Findings from the study underscored the challenges of assisting parents who are at high risk for child maltreatment to accept and sustain addictions treatment. While the program was successful in encouraging a large number of parents/caregivers to enter substance abuse treatment programs, the treatment dropout rate was high, particularly among those who did not avail themselves of additional support from the day care program. On the other hand, 67 percent of participants either completed treatment, or dropped out and returned to treatment while participating in the demonstration program. (Contains 12 references.) (CR)

ED 460 473 EC 306 849

Owley, Gordon T.; Sternweis, Joan
Effectiveness of Contracted Services in Individualizing and Tailoring Mentor Programming for Children with Severe Emotional Disturbance in a Public System.
PUB DATE- 96
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables and figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; *Behavior Disorders; Children; Cooperative Programs; Cost Effectiveness; *Emotional Disturbances; *Helping Relationship; Integrated Services; Mental Disorders; *Mental Health Programs; *Mentors; Program Effectiveness; Student Placement

services received. At least one response came from 47 family units (46 mothers, 24 fathers, and 25 students). Parents completed the Parent's Stressors Scale, the Cause of My Child's Problem Scale, and the Burden Assessment Scale. Students were primarily male (84.4 percent) with a mean age of 14.4 years and had mental health or behavioral problems (mean age of 11.2 years). Major stressors identified by parents in order of severity were (1) child-focused stressors, (2) parental role stressors, and (3) service system stressors. Parents tended to explain their children's mental health problems as pervasive, likely to last forever, and not caused by themselves. Concerning burden assessment, parents were most burdened by worry over the future and least burdened by demands made by the child. Almost half (48 percent) of parents indicated they wanted exactly what services their children were receiving. Parents generally had highly positive perceptions of, and satisfaction with, their interactions with staff. The child's living at home was associated with significantly higher levels of parents' total perceived burden. (DB)

ED 460 492 EC 306 868

Breda, Carolyn S.
Reliability of Parent Reports of Service Use in a Family-Focused System of Care.
SPONS. AGENCY- Army Health Services Command, Fort Sam Houston, TX.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Developmental Disabilities, and Substance Abuse Services.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 96
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables and figure are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Data Collection; Delivery Systems; Demonstration Programs; *Emotional Disturbances; *Family Programs; Longitudinal Studies; *Mental Health Programs; Military Personnel; Models; Parents; *Program Evaluation; *Reliability
IDENTIFIERS- North Carolina (Fort Bragg)

This study examined whether parent reports of their child's service use are more reliable in a family-focused delivery system than in more typical service environments. Data were obtained through the Fort Bragg Evaluation Project, a longitudinal assessment of a managed care model for delivering mental health services to children and adolescents. Analysis is based on about 600 youth, of whom about 60 percent received services through the family-focused demonstration program and 40 percent through two traditional systems of care. Utilization data were obtained from both the youth's primary caretaker and institutional records. Analysis indicated that parents in the demonstration and comparison groups tended to report roughly equivalent rates of service use as found in their institutional records. Also, high percentages of agreement between parent and institutional reports were found for all service types, in both service systems. Analysis of reliability of reports found higher specificity and lower sensitivity for both demonstration and comparison groups. (Contains 19 references and endnotes.) (DB) service use and perceived barriers to services by race and gender. (CR)

ED 460 511 EC 306 887

Rudo, Zena H.
What the Literature Tells Us: Relationships between Family Violence, School Behavior Problems, Juvenile Delinquency, and Adult Crime.
PUB DATE- 96
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescents; Aggression; *Behavior Problems; *Child Abuse; *Child Neglect; Children; Delinquency; Elementary Secondary Education; *Emotional Problems; *Family Influence; Family Life; *Family Violence; Self Esteem; Sexual Abuse; Social Development

This paper constructs a multi-systemic picture of the impact of family violence on children, families, and society through a review of the empirical literature in these areas and their inter-relationships. Findings from the review include: (1) the experience of physical abuse has been associated with aggression toward others, children who have been sexually abused have been shown to exhibit more maladaptive sexual behavior, and children who have been psychologically abused experience low self-esteem; (2) infants and young children who have been physically abused have been found to play less when compared with nonabused infants and show less positive affect; (3) 82 percent of men who had witnessed parental spouse abuse in one study were also victims of child abuse; (5) children who have been physically abused have been found to display poor school adjustment and academic performance; (6) children who have been physically neglected have been reported to manifest more behavior problems and have greater school difficulties; and (8) students with delinquency referral have been found to have higher rates of abuse. (Contains 37 references.) (CR)

ED 460 512 EC 306 888

Shelton, Deborah; Merrick, Thomas
A Historical Perspective on Multisystem Youth and Patterns of Institutional Care.
PUB DATE- 96
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Figure is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Cooperation; Children; *Delinquency; History; *Juvenile Justice; *Mental Disorders; *Mental Health Programs; *Social History; State Programs
IDENTIFIERS- Maryland

This study uses a historical perspective to examine the interface of the Maryland Juvenile Justice Department and the Mental studies include the following: (1) consider the source of information when evaluating outcome results; (2) recognize that clinical outcomes are not solely the result of services; (3) evaluate for adequate statistical power and appropriate procedures in data analysis; and (4) remember that conclusions are limited by the chosen outcome domains. (DB)

ED 460 531 EC 306 907

Costello, Elizabeth Jane; Horwitz, Sarah McCue; Angold, Adrian; Hoagwood, Kimberly; Sparrow, Sara S.; Triche, Elizabeth
Symptoms and Functioning: Service Implications of Recent Research on Serious Emotional Disturbance. Symposium.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); *Adaptive Behavior (of Disabled); Compliance (Legal); Eligibility; *Emotional Disturbances; *Federal Regulation; Incidence; Mental Health Programs; Research and Development; Rural Areas; *Theory Practice Relationship; Validity

Three brief papers review the literature and report on a study concerning the concept of functional impairment in light of regulations requiring both a psychiatric diagnosis and functional impairment for access to mental health care by children and adolescents with emotional disturbances. The first, very brief summary is: "The Origin, Meaning and Use of Adaptive Functioning in Defining Mental Health Problems" (Sara M. Horwitz and others), which traces the history of the concept of adaptive functioning. The second summary is: "Service Needs and Use for Serious Emotional Disturbance: A Community Study" (E. Jane Costello). This study examined the prevalence of serious emotional disturbance (SED) in a large rural area and found that SED criteria identify about one child in 10, of which only one in three is currently receiving any services. The third summary is: "The Validity of Serious Emotional Disturbance as a Marker for Need for Services" (Adrian Angold). It finds that while the requirement of both psychiatric diagnosis and functional impairment does identify children with high levels of need for service, many children with marked functional impairment but less severe psychopathology will be excluded from services. (DB)

ED 460 532 EC 306 908

Salzer, Mark S.; Nixon, Carol; Schut, L. James A.; Karver, Marc S.; Bickman, Leonard
Quality as Relationship between Structure, Process, and Outcome: A Conceptual Framework for Evaluating Quality.
PUB DATE- 96
NOTE- 8p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

states; (2) assure that parents participate fully in all aspects of the project; (3) collaborate with key state personnel in the outreach process to ensure that the state training plan builds on existing early intervention efforts; (4) adapt, develop, and disseminate material in support of training and technical assistance in service coordination that can be used after the termination of the project; and (5) evaluate the options-based training and technical assistance model and its implementation in each state. Evaluation of the project indicates the project was successful in meeting the technical assistance needs of the targeted states. Appendices include a list of project product and publications, sample dissemination activities, sample incorporation activities, and sample evaluations. (Contains 14 references.) (CR)

ED 460 552 EC 307 331

Rose, Alice; Chow, Trina; Johnson, Neesa; Lucas, Warren
Creating Dance with Life Forms: A Curriculum Guide for Teaching Computer-Based Dance and Choreography to Students with and without Disabilities and Computer Diskettes, CD-ROM, and Videotapes .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 213p.; Necessary companion materials, CD-ROM, videotapes, and Life Forms software not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Courseware; *Curriculum Development; *Dance; Dance Education; *Disabilities; Higher Education; Lesson Plans; Optical Data Disks; Videotape Recordings

This guide presents materials for a computer-based college-level dance and choreography course appropriate for the inclusion of students with disabilities as well as a collection of dance games appropriate for other school and recreational environments which include individuals at various ages, and academic, developmental, and computer skill levels. The program is intended to be used with the choreographic software animation and notation program, "Life Forms" (not included in this package), which allows manipulation of wire-frame graphic figures in space and time using libraries of dance positions to create individual postures and stances. Following general introductory information and instructions on installing the program, the college curriculum guide presents detailed instructions for 24 classroom sessions. Session guidelines typically include: key terminology, one or more learning objectives, and specific learning activities using the computer program. The section on dance games presents instructions for 14 sessions also organized into content terminology, objectives, and activities. Also included are 22 handout masters. (DB)

ED 460 553 EC 308 606

George, Paula
Pikes Peak Community College Deaf Prep Program Study Skills Curriculum.
SPONS. AGENCY- Western Region Outreach Center and Consortia, Northridge, CA.

School Design.
PUB DATE- 94
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Building Design; Colleges; Day Care Centers; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Quality; Elementary Secondary Education; Higher Education; Nontraditional Education; Participative Decision Making; *Public Schools; School Community Relationship; Universities

The positive impact from changing the environment of a school as a way of improving the quality of education is often overlooked by educators. This book shows how to create more effective schools through a design process that involves teachers, students, parents, administrators, and architects. The design process creates school environments that develop the whole child, instills enthusiasm for learning, and encourages positive social relationships. The practical methods detailed show how to link behavioral objectives to spatial needs; achieve spatial efficacy without compromising education; match children's developmental needs to facility requirements; promote greater variety in physical facilities to accommodate various teaching and learning styles; and gain more valuable feedback from teachers, parents, students, and local citizens on building performance. Additionally discussed are how relatively minor design modifications can significantly improve school performance; and the cost-effective ways a design can change students' spatial behavior, increase interaction with materials, decrease interruptions, promote more substantive questioning, and improve academic achievement. (Contains 158 references.) (GR)

ED 460 574 EF 005 176

Gayeski, Diane M., Ed.
Designing Communication and Learning Environments.
PUB DATE- 95
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Design; Communications; *Design Requirements; Educational Environment; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Technology; Higher Education; *Technology Integration
IDENTIFIERS- Outsourcing; Remodeling

Designing and remodeling educational facilities are becoming more complex with options that include computer-based collaboration, classrooms with multimedia podiums, conference centers, and workplaces with desktop communication systems. This book provides a collection of articles that address educational facility design categorized in the following four sections: conceptual foundations; design elements; selecting media support technologies; and case studies. Issues discussed include a seven-step plan for building effective learning environments, accessibility for the disabled, color as a design element, acoustics, flooring, electrical wiring and power, and issues on using such media support technologies such as overhead projectors, projection screens, interactive media noise abatement and acoustics, and indoor climate control and general cleanliness to avoid too much dust accumulation. (GR)

ED 460 600 EF 005 357

School Facilities: Declining Conditions, Declining Opportunities. Policy Perspectives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; *Public Schools; School Construction; School Funds; *State School District Relationship

Declining physical conditions of school buildings, overcrowding, and lack of electrical systems to support new technology are rampant in schools throughout the United States, particularly in schools that can least afford to correct these problems. This document addresses the question of why school condition needs to be addressed, the major causes of the current condition of America's schools, the role states can play in funding school facilities, and the alternative mechanisms for funding facilities projects. (GR)

ED 460 601 EF 005 364

Head Start Program: Final Rule. Department of Health and Human Services, Administration for Children and Families, 45 CFR Part 1309 (KIN 0970-AB31).
PUB DATE- 99
NOTE- 28p.; In: "Federal Register," Vol. 64, No. 25, Monday, February 8, 1999, Rules and Regulations, pp. 5939-49. Agency: Administration of Children, Youth and Families (ACYF) Administration for Children and Families (ACF), HHS; Action: Final Role.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; *Educational Facilities Improvement; Educational Finance; *Educational Legislation; Government School Relationship; *Grants; Guidelines; Preschool Education; Program Proposals; Purchasing; *School Construction
IDENTIFIERS- *Project Head Start

This section of the "Federal Register" reports authorization of Head Start grantees to use grant funds to purchase facilities in which to operate Head Start programs. This amendment makes 45 CFR Part 1309 one complete rule covering use of grant funds to purchase along with construction and major renovations to Head Start Facilities. The rule specifies (1) what information must be included in requesting grant funds, (2) what measures must be taken to protect the Federal interest in facilities purchasing using Administration for Children and Families grant funds, (3) requires that grantees acquire specified types of insurance and maintain the facilities within applicable building codes and standards, and (4) includes modular units in the "facilities" definition and requires grantees purchasing modular units to comply with these regulations which include provisions applicable to the purchase of modular units.

large, and to some extent the Finnish adaptation to it. (Author/VWL)

ED 460 622 FL 025 594

Gronholm, Maija
Vahemmistolapset Enemmistokielen Kylvyssa (Finnish Language Proficiency Achieved by Minority Language Speakers in an Immersion Context).
PUB DATE- 98
NOTE- 17p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Elementary Secondary Education; *Finnish; Foreign Countries; *Immersion Programs; *Language Minorities; *Language Proficiency; Language Skills; Language Tests; *Learning Processes; Second Language Learning; Swedish; Testing; Uncommonly Taught Languages
IDENTIFIERS- Content Area Teaching; Finland

Generally, immersion is carried out in circumstances where children who speak the majority language are taught the minority language. In this way, the security of the language learners is secured in intensive teaching. In Pietarsaari, Finland, an experiment on language immersion has been started, in which minority Finnish children with a completely Swedish background are immersed in Finnish. The objective of this long-term research project is to study the Finnish language proficiency achieved using the immersion method in a primary school. On the basis of this study, conclusions may be drawn on whether pupils have reached a second language (L2) competence and level of bilingualism that will enable them to manage the different theoretical subjects taught in Finnish secondary school. The study focused on two classes of pupils selected for observation in the spring of 1997. The pupils were in their second and third school year when tested for the first time. The study will concentrate on the learning process, learning order and duration of learning in the different sectors of L2 proficiency--speaking, reading, and writing. (Author/VWL)

ED 460 623 FL 025 595

Halmari, Helena; Cooper, Robert
Patterns of English-Finnish Codeswitching in Finland and in the United States.
PUB DATE- 98
NOTE- 17p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Bilingualism; *Code Switching (Language); *English; *Finnish; Foreign Countries; Grammar;

ED 460 644 FL 025 885

Rondon, Adolfo, Ed.; Serron, Sergio, Ed.
CLAVE: Revista Especializada de ASOVELE (Asociacion Venezolana para la Ensenanza de la Lengua), 1997-1998 (CLAVE: Specialized Magazine of ASOVELE Venezuelan Association for Language Teaching , 1997-1998).
PUB DATE- 98
NOTE- 263p.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Articulation (Speech); Bilingualism; Classroom Techniques; Cultural Education; *Discourse Analysis; Elementary Secondary Education; Foreign Countries; Higher Education; Idioms; Indigenous Populations; *Language Patterns; Literature Appreciation; *Native Language Instruction; Persuasive Discourse; Pragmatics; *Second Language Instruction; Second Language Learning; *Second Languages; *Spanish; Speech Therapy; Stress (Phonology); Teaching Methods; Writing Instruction

These two issues of the journal "CLAVE" contain these articles in Spanish with one article in English: "La ensenanza de la lingua materna" (Pablo Arnaez); "Saben resumir los alumnos universitarios de nuevo ingreso?" (Marisol Garcia); "El desempeno en la escritura de cartas argumentativas y cuentos en alumnos de octavo grado" (Yolanda Perez, Maria L. Yglesias); "Las funciones del lenguaje y la teoria pragmatic: una orientacion para el aprendizaje de la construccion del texto?" (Francisca Fumero); "Lo que nos une: nuestros idiomas en varios mundos" (Sergio Serron); "Necrotextualidad: construccion textual de las partidas de defuncion (1881-1910)" (Juan Francisco Garcia); "Hacia la apropiacion del lenguaje" (Issis Garvett); "Estrategia didactica para facilitar la comprension del discurso argumentativo en la Tercera Etapa de Educacion Basica" (Neudys Rada); "Comprension y produccion de textos escritos" (Annerys Perez); "Analisis de datos en una investigacion" (Rifka Sarshalom); "Donde colocar el acento en el problema de la acentuacion" (Magaly Munoz de Pimentel); "Evaluacion y tratamiento de la dispraxia articulatoria" (Beatriz Valles); "La ensenanza de la cultura en la clase de espanol" (Edmee Fernandez); "Gender and Power in Canadian Literature: A Stylistic Approach" (Elida Leon); "Diagnostico de la situacion bilingue de la comunidad linguistica indigena guajira" (Luis Oquendo); "Lengua y literatura en la educacion de adultos" (Rita Jaimes); "Neruda y el apocalipsis sin dios" (Celso Medina); and "Hacia una ensenanza solidaria de la lengua" (Edito Campos). (MSE)

ED 460 645 FL 026 605

Nakamura, Yuji
Assessment of English Speaking Ability.
PUB DATE- 96
NOTE- 31p.; Published by Tokyo Keizai University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Language Tests; *Oral Language; Participant Observation; Second Language Instruction;

faculty. Surveys of teaching faculty and key administrators were conducted, and public institutions provided data on the numbers, workload, and salaries of all teaching faculty. At Illinois public universities, full-time nontenure-track faculty comprised 18% and part-time faculty 31% of all faculty. Nontenure-track faculty represented 36% of teaching faculty, 49% of faculty, and 28% of all instructional full-time equivalents (FTEs). These proportions are similar to those at the majority of public universities across the United States. At community colleges, part-time faculty comprised three-quarters of all faculty and one-half of all faculty FTEs. This represented a larger proportion of part-time faculty than community colleges nationally. At public universities, the percent of nontenure-track faculty were from representing 41% of all faculty in 1991 to representing 49% of all faculty in 1999, while the proportion of part-time faculty generally remained the same at community colleges. Major reasons reported for the use of nontenure-track faculty included: an oversupply of Ph.D.s, budgetary pressures, growth in professional and technical programs, curricular changes, and the impact of nontraditional students. Data are provided about the average reported salaries of tenured/tenure-track faculty, full-time nontenure-track, and part-time faculty. Most nontenure-track faculty reported that they were treated fairly with respect to compensation, and most were satisfied with their jobs overall. From the study results, it did not appear that the talents and abilities of nontenure-track faculty are currently being developed effectively. However, it was not possible to determine whether nontenure-track faculty were overused, since decisions about the employment and deployment of faculty seem to be best made at the local level. Institutions should monitor hiring and seek to ensure that the balance between tenured/tenure-track and nontenure track faculty is educationally appropriate. Appendix 1, which is published separately, contains details of the survey process and faculty responses. Appendix 2 is a bibliography of 14 sources. (SLD)

ED 460 665   HE 034 595

HEFCE Publications in 2001. Guide.
PUB DATE- 02
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Finance;
  Foreign Countries; Higher Education; *Research Reports
IDENTIFIERS- *England

This document lists the publications produced by the Higher Education Funding Council for England (HEFCE) in the 2001 calendar year. It was prepared primarily for heads of HEFCE-funded higher education institutions and further education colleges and heads of universities in Northern Ireland with those responsible for administration and libraries in mind. The listing for each publication contains the title, reference number, price if applicable (publications are free unless specified), date of publication, and a brief annotation about the contents or purpose of the document. The bibliography lists references for: 73 HEFCE documents, 4 Research Assessment Exercise documents, 3 "Other" publications, 19 circular letters to HEFCE institutions, and 11 publications only available electronically. A publication order form is appended. (SLD)

ED 460 666   HE 034 596

distance learning courses offered by the state's two-year colleges. The report contains 16 articles from faculty members and students, including: (1) "The Emperor's New Tutor: A Confession" (Sydney Wallace Stegall); (2) "Distance Learning: Nightmare and Dream" (Tom Pierce); (3) "An Art History Telecourse" (Vicki Atimovich); (4) "Grays Harbor in Cyberspace" (Mark Scholz); (5) "Telecourses as an Approach to Teaching," (Dale R. Croes); (6) "Television Stardom: My Distance Education Experience" (Jeffrey Waybright); (7) "A Virtual Reality," (Ed Reynolds); (8) "Telecampus Courses and the Idea of a 'ValuJet' College" (David Muga and Lynne Fouquette); (9) "How I Spent My Summer Vacation" (Barbara Guilland); (10) "Distance Learners and Libraries: What's the Connection?" (Jennifer L. Wu); (11) "Ten Big Myths about Copyright Explained" (Brad Templeton); (12) "Developing Interactive Classrooms" (Denise Yokum); (13) "Distance Education, Technology, and the Faculty" (Ron Gilster and Ann Suter); (14) "The Next Step" (Chuck Weedin); (15) "At the Washington Center Technology Conference" (Barbara Guilland, Leslie Michael, Ann Swanson, and Phyllis Villeneuve); (16) "Reflections from the Quality Principles in Distance Learning Retreat" (Bill Moore). The document concludes with a list of 1996-97 FACTC officers and representatives. (EMH)

ED 460 684 JC 020 104

Lisman, C. David, Ed.
The Community College Role in Welfare to Work. New Directions for Community Colleges. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 118p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Vocational Education; *Community Colleges; Degrees (Academic); Economically Disadvantaged; *Institutional Cooperation; Job Training; Legislation; *Political Influences; Politics of Education; *Poverty Programs; *Quality of Life; Two Year Colleges; Welfare Recipients; *Welfare Reform
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; *Temporary Assistance for Needy Families

Articles in this journal discuss the role of community colleges in educating welfare recipients since President Clinton signed the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) in 1996. Under the new legislation, a new block grant, Temporary Assistance for Needy Families (TANF), was launched in July 1997, eliminating welfare entitlements. The 10 articles addressing these issues are: (1) "Welfare Reform and Community Colleges" (Thomas Brock, Lisa Matus-Grossman, and Gayle Hamilton); (2) "The Local Politics and Partnerships of Successful Welfare Reform at Modesto Junior College" (Pamila J. Fisher); (3) "The State of Welfare Reform in the Rural Communities of Illinois" (Kathleen Vespa Pampe); (4) "The Transition to Work First in a Wisconsin Technical College" (Dennis H. Nitschke); (5) "The Advanced Technology Program: A Welfare-to-Work Success Story" (Karen Pagenette and Cheryl Kozell); (6) "Welfare to Work: Solutions or Snake Oil?" (John W. Ream, Brenda G. Wagner, and Robin C. Knorr); (7) "The Importance of Postsecondary Training for Welfare to Work:

race/ethnicity, gender, and by program type; course enrollments; degrees awarded; and course completion rates. Staff composition indicators include gender and race/ethnicity of all faculty, administrators, classified staff, and other employees. Fiscal condition indicators (for 1994-95 to 1998-99) include: general fund revenue sources; unrestricted general fund expenditures; reserve level; and salaries and benefits. (CAK)

ED 460 704 JC 990 215

Technology Training Needs Assessment for Instruction and Administration.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Computer Uses in Education; Educational Improvement; *Educational Technology; *Faculty Development; Job Training; *Needs Assessment; *Personnel Needs; Questionnaires; *Staff Development; Surveys; Tables (Data); Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

In 1998, the College of the Canyon's (California) Office of Institutional Development distributed a questionnaire to ascertain the technology training needs of campus personnel. The survey instrument included 49 forced-choice and 2 open-ended questions. Seventy-five staff members and 124 faculty returned the questionnaires. The responses are presented by full-time and part-time employment status. Of the respondents affiliated with an academic discipline, the largest number of them are in Mathematics (18%), followed by 8% in English and Nursing. Faculty and staff are most interested in receiving training in the following technology-related areas (percent marking "very interested"): how to design and integrate multimedia presentations (59%); how to use technology to increase students' retention of information (58%); how to design computer-aided instruction and/or activities for my classes (55%); how technology can be used to facilitate small group activities and teamwork among students (55%); and how to use peripherals, such as CD-ROMs, scanners, LCD panels, and video disks (54%). Approximately two-thirds of the respondents wanted the training to be hands-on, requiring the development of a relevant product, or to consist of one-on-one training with a mentor. Overall, 58% of the respondents strongly agreed that instructional technology would enhance their teaching effectiveness. Contains a copy of the survey instrument and 51 tables. (CAK)

ED 460 705 JC 990 218

High Tech Centers for Students with Disabilities in the California Community Colleges: A Program Outputs Study.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Community Colleges; Compliance (Legal); *Computer Uses in Education; Disabilities;

work earn higher grades than those who do not. The third study addresses the notion that the affective state is an indirect measure of motivation. In order to test this relationship, a model was developed that integrated achievement motivation theory with a two-dimensional approach to emotion. The results illustrate that students who report feeling confident and enthusiastic before a test perform better on the exam than students who express feelings of anxiety or worry. The combined results of these studies can be useful to those developing "Freshmen Year Experience" courses at community colleges. (Contains 10 tables.) (SKF)

ED 460 724 JC 990 359

An Enrollment Profile of Nebraska Postsecondary Education...A Staff Report to the Commission.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Community Colleges; Demography; *Enrollment; *Enrollment Projections; Higher Education; Institutional Mission; School Community Relationship; State Colleges; State Universities; Student Characteristics

This enrollment profile is a compilation of enrollment information pertinent to postsecondary education planning. The document contains a compilation of enrollment information collected from a variety of state and national data sources including IPEDS and NEEDS surveys. Nebraska's public and private postsecondary institutions have seen a stable enrollment level between fall 1992 and fall 1997. Within that broader number, enrollment at the community colleges of Nebraska increased by 10% in full-time equivalents during the same time period. Nebraska has consistently ranked in the top 10 states in fall headcount enrollment as a percent of resident population and in annual full-time equivalents in public postsecondary institutions. Regularly, about 60% of Nebraska's high school graduates enter college by the age of 19. Enrollments in Nebraska's postsecondary education are expected to increase slightly by the year 2005. There are three main factors that contribute to this expectation: (1) The number of high school graduates in Nebraska are expected to increase as a natural phenomenon of the increase of high school aged individuals; (2) From 1991 to 1995, the participation in postsecondary education by non-traditional age students remained nearly constant at 8.2% of Nebraska's 25-44 year old population; and (3) In 1994, the migration of college freshmen into and out of Nebraska was approximately the same. (TGO)

ED 460 725 JC 990 409

Spinetta, Katrina, Ed.
Parameters: Newsletter of the National Council for Research and Planning, 1998.
PUB DATE- 98
NOTE- 26p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; *Community Colleges; Educational Finance; Educational Technology; Higher Education; Newsletters; *Performance Based Assessment; *Technical Institutes; *Transfer

NOTE- 51p.; Prepared by the District Office of Institutional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Educational Assessment; *Program Effectiveness; *Program Evaluation; Program Improvement; Questionnaires; Standards; Surveys; Two Year Colleges
IDENTIFIERS- *Peralta Community College District CA

This program review manual provides a common or minimum set of review criteria and standard reporting procedures for colleges to use in conducting a self study to determine how well programs are functioning in relation to stated objectives, the mission and resources of the college and district, and the needs of the students and the community served. Program review is essential in maintaining departmental vitality, demonstrating institutional effectiveness, and meeting accountability mandates set forth in Peralta's local institutional planning process and regional and national accreditation. The program review should indicate whether the program is effective and should continue as is, or if the curriculum needs to be altered, goals and objectives redefined, etc. Details on the composition of the program review team, procedures to follow, report format, availability of data, and time lines are described. Questions to guide the program review are listed by three main categories: Where have we been? Where are we now? Where can we go from here? Separate program review guides, data charts, and sample questionnaires are provided for liberal arts programs and occupational/vocations/ career programs. (JJL)

ED 460 745 JC 990 515

Mize, Rita M.
Accountability Measures: A Comparison by Type and State.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Budgeting; Community Colleges; Cost Effectiveness; *Educational Finance; Educational Resources; Evaluation Criteria; Expenditures; Higher Education; Money Management; *Performance; Productivity; *School Funds; State Aid
IDENTIFIERS- *Performance Funding

This paper provides a survey of accountability-related activities in states outside of California, summarizes the variables used, provides information on the advantages and disadvantages of various accountability systems, and suggests some policy recommendations that have been made in other states implementing performance-based funding. This report is based on the increasing focus on accountability within businesses and industries. Following a history of performance funding trends, the report differentiates between performance funding (or performance-based funding), which uses a formula to tie funding directly to specified indicators, and performance budgeting, which is more subjective and flexible in that it takes into account various areas of performance in determining an institution's overall appropriation. Four categories of performance funding indicators are presented: input indicators, process indicators, outputs, and outcomes. A list of the 10

This document is comprised of the four 1997-1998 issues of the Journal of Child-Care Administration, which addresses the concerns of child care centers, learning centers, preschools, nursery schools, kindergartens, and intergenerational centers. Issue 214 includes the following articles: (1) "Turning Your Staff into a Team: The Basics"; (2) "Mildly Ill Children: What Are Our Options? Part 3"; (3) "Productive Parent Meetings: Interview with Dr. Suzanne M. Foster" (4) "'I Am Your Child' Campaign"; and (5) "CPR Training System." Issue 215 includes the following: (1) "Creating and Building a Scholarship Fund"; (2) "Mildly Ill Children: What Are Our Options? Part 4"; (3) "Guidelines for Programs Serving Mildly Ill Children"; (4) "'I Am Your Child' Campaign"; (5) "Staff Teams in Child Care: Children's World Learning Centers"; and (6) "Guide for Childhood Emergencies." Issue 216 includes the following articles: (1) "Including Children with Disabilities: Interview with Susan E. Craig, Part 1"; (2) "Training Materials for Inclusion"; (3) "Update: SIDS and Sleep Position" (4) "'I Am Your Child' Campaign"; (5) "Staff Teams: Stages of Development;" and (6) "Hiring and Training Staff Using Case Studies: Interview with Judy A. Bordin, Part 1: Using Case Studies for Hiring." Issue 217 includes: (1) "Economizing While Preserving Quality: Interview with Victoria Speaks-Folds, Part 1"; (2) "Including Children with Disabilities: Interview with Susan E. Craig, Part 2"; (3) "Excerpts from 'Including All Children' Training Materials"; (4) "'I Am Your Child' Campaign"; (5) "Hiring and Training Staff Using Case Studies: Interview with Judy A. Bordin, Part 2"; and (6) "Staff Teams: Making Decisions." Also included in each issue is information on books of interest to administrators and parents of young children. (KB)

ED 460 763 PS 027 324

Thomas, Nancy G., Ed.
Social Policy Report, 1998.
PUB DATE- 98
NOTE- 110p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Child Rearing; Child Welfare; *Childhood Needs; Children; Day Care; Early Childhood Education; Economically Disadvantaged; Father Attitudes; *Fathers; *Federal Legislation; Parent Child Relationship; Parent Role; *Poverty; Poverty Programs; Public Policy; Social Science Research; *Welfare Reform; Welfare Services
IDENTIFIERS- Child Care Costs; Child Care Legislation; Child Care Needs; *Subsidized Child Care Services

These four quarterly reports for 1998 provide a forum for scholarly reviews and discussions of developmental research and its implications for the policies affecting children. The first issue focuses on fathering. The main article addresses perspectives of fathers' involvement in children's lives in developing countries, specifically, issues of a father's role around the world, effects of fathers on children, theories of father involvement, and implications of programs. A second article in this issue addresses U.S. policy initiatives concerning fathering. The second issue for 1998 focuses on child care subsidies. The main article investigates child care subsidies, specifically the growing interest in child care policy, limitations, delivery systems, quality, supply, and models for research. A second article addresses President Clinton's child care initiative. The third issue for 1998

Education Work Relationship; Foundries; Fringe Benefits; *Integrated Curriculum; Job Skills; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Skills; Metal Industry; *Metal Working; *Numeracy; Occupational Safety and Health; Partnerships in Education; Problem Solving; Reading Skills; School Business Relationship; Skill Development; Teaching Guides; *Workplace Literacy; Writing (Composition); Writing Skills

This instructor's manual contains the materials required to conduct the competency-based workplace literacy program that was developed to help employees at a foundry that has evolved from a small, family-owned business into a major foundry group with several automated production systems. The workplace literacy program consists of 24 lessons in which information about the company and the tasks performed by its workers is used as the basis for helping workers develop the reading, writing, mathematics, problem-solving, and computer literacy skills required to work at the foundry. Each lesson contains some or all of the following: behavioral objectives; lesson plan containing instructor notes, lesson activities, a list of required materials, and estimates of the time required for each component of the lesson; one or more learning activities; vocabulary list; vocabulary definitions; reading material and accompanying questions; and answers to the learning activities and discussion questions. The following are among the unit topics: company history; International Standards Organization and company mission; problem solving; foundry process; coremaking I-II; grinding; pouring I-II; melting; general safety; material safety data sheets; safety--lockout/tagout and personal protective equipment; basic mathematics; statistical process control (SPC) history and principles; SPC math; form completion; job procedure; process cards; benefits; computers--introduction; computer applications; writing I-II; and bar coding. (MN)

ED 460 267 CE 077 680

Falagrady, Teresa; Gossard, Linda; Ingram, Pam; Snapp, Mary
Conversations in the Workplace: An ESL Activity Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 98p.; A publication of the Workplace Education Project Emily Griffith Opportunity School.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Students; *Competence; Curriculum; Job Skills; Learning Activities; Learning Modules; On the Job Training; *Second Language Instruction; Teaching Methods; Vocabulary Skills; *Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- *Conversation

This guide was designed to help English-as-a-second-language (ESL) instructors teach work-related language. All the language areas in the guide address communication situations that ESL students would be likely to encounter in the workplace. The guide is divided into departments at the worksite where conversations between non-native English speakers (who work in the health, manufacturing, and service industries) and native speakers might occur. These departments include the following: break room and cafeteria; central supply or warehouse;

Indigenous Populations; Informal Education; *Job Skills; *Language Attitudes; *Language Minorities; Native Speakers; Refugees

IDENTIFIERS- *Ontario

Many immigrants, refugees, and aboriginal Canadians learn their own languages in the normal, informal way. These minority languages learned informally are not valued as a skill that yields returns in the labor market in the same way the official languages or formally learned languages do. What counts as a skill in a society, in a given point in time, is the product of complex phenomenological, social, economic, ideological, and political processes. Discourse is key to this process of social and cultural reproduction. The discourse of Ontario employers socially constructs the definition of what counts as a skill in Ontario workplaces and thus what warrants value in the labor market. The notion of skill is a construction that is socially created and hence changeable. If we want to change the unjust situation that affects the speakers of minority languages, we need to change the discourse surrounding minority languages to one that truly values minority languages as skills worth conserving, maintaining, and putting to use. (Contains 18 references.) (YLB)

ED 460 285 CE 082 652

Lior, Karen; Martin, D'Arcy; Morais, Anne

Tacit Skills, Informal Knowledge and Reflective Practice. NALL Working Paper.

SPONS. AGENCY- Ontario Inst. for Studies in Education, Toronto. New Approaches to Lifelong Learning.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.; Canadian Labour Force Development Board, Ottawa (Ontario).

PUB DATE- 99

NOTE- 5p.; Prepared for "Learning Capacities in the Community and Workplace: An Action Research Project." Also funded by the Joint Union Management Project (JUMP), British Columbia. For the Skills and Knowledge Profile, see ED 452 421. Project initially sponsored by the Communications, Energy, and Paperworkers (CEP) Union. Abstract is in French and English.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Adult Learning; Adult Literacy; Adult Programs; *Community Education; Community Organizations; Developed Nations; Females; Foreign Countries; *Informal Education; Inplant Programs; *Learning Strategies; *Lifelong Learning; *Literacy Education; Prior Learning; Reflective Teaching; Self Concept; Unions

IDENTIFIERS- Canada; *Reflective Practice; Work Based Learning

This project is building on site-specific qualitative data to develop a profile of adult learning activity now largely unrecognized by education providers. It explores the various learning strategies used by adults in these three locations: unionized factory, community-based training program, and literacy program. At a half-way point in a two-year project, results have been obtained from 13 interviews, comments from 22 profiles, and a videotaped discussion among 5 people. All participants are women. One outstanding theme is that these women love to learn. Interviewees identify four themes that help them learn: an appreciation for their independence, a supportive community, a feeling of self-confidence, and

Positive Youth Development: Helping Postsecondary Students Deal with Pressures To Use Alcohol and Other Drugs.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Biennial Conference on Postsecondary Education for Persons Who are Deaf or Hard of Hearing (8th, Orlando, FL, April 29-May 2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access To Information; College Students; *Deafness; Health Education; Higher Education; Interpersonal Communication; Partial Hearing; Peer Influence; *Prevention; Resilience (Personality); Student Development; Student Personnel Services; *Substance Abuse

Current research shows alcohol and other drugs to be a major problem on postsecondary campuses despite the fact that the purchase and use of alcohol is illegal for many college students and on most campuses. Little is known about drug and alcohol use levels among deaf students, many of whom come to college ill prepared to handle the pressures of college life. Deaf students in the postsecondary setting often fall behind in the development process of making connections to healthy people, places, ideas and interests. Prevention strategies are reviewed, and a survey of current drug and alcohol policies on postsecondary campuses is reported. On many campuses there is no one to make prevention or counseling efforts accessible to deaf students. Strategies that can be used in the postsecondary setting to help deaf and hard of hearing students be prepared to deal with alcohol and drugs and thus be successful in their educational efforts are discussed. In addition, institutional policies and practices are suggested that support a healthy way of life for deaf postsecondary students. The "Campus Drug Prevention Questionnaire" and an alcohol abuse discussion guide are appended. (Contains 20 references.) (EMK)

ED 460 303 CG 028 811

Guthmann, Debra S.
Is There a Substance Abuse Problem among Deaf and Hard of Hearing Individuals?
PUB DATE- 98
NOTE- 12p.; Paper presented at the Biennial Conference on Postsecondary Education for Persons Who are Deaf or Hard of Hearing. (8th, Orlando, FL, April 29-May 2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access To Information; *American Sign Language; Confidentiality; Counseling; *Deafness; Ethics; Health Education; Interpersonal Communication; Partial Hearing; Peer Influence; *Substance Abuse; *Therapy

Demographic information indicates that 6% of the general population is hard of hearing or deaf; however, deaf people are significantly underrepresented in drug and alcohol treatment on any given day. Deaf people are a minority whose primary language is American Sign Language (ASL), and information about substance abuse is not easily represented in that language. Communication difficulties encountered by deaf and hard of hearing people, including difficulties in their own families, are discussed. Risk factors of isolation and stress are considered. Besides being isolated by chemical dependency, deaf newsletters disseminate information about the national and local initiatives for intervention and prevention of mental health problems in young children and youth. The issues feature information on the evaluation and effectiveness of several programs; consumer involvement in health care; available resources; and news on upcoming conferences. Guest editorials include: "Suicide Prevention: Changing the 'Tipping Point'" (Robert Goldney); "Indigenous Health and Early Intervention--Addressing and Acknowledging the Influences of the Past" (Shane Merritt); "Early Intervention and Perinatal Mental Health" (Stephen Matthey); and "Early Intervention: From Rhetoric to...?" (Cathy Davis). (Contains 19 references.) (JDM)

ED 460 322   CG 031 070

AusEinetter, 2000.
SPONS. AGENCY- Australian Commonwealth Dept. of Health and Family Services, Canberra.
PUB DATE- 00
NOTE- 23p.; Two issues were produced in 2000. For the 1999 issues, see CG 031 069.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Children; Foreign Countries; Health Promotion; Intervention; *Mental Health; Mental Health Workers; National Programs; Prevention
IDENTIFIERS- Australia

This document contains two issues of 2000 Australian Early Intervention Network for Mental Health in Young People newsletter. The newsletters disseminate information about the national and local initiatives for intervention and prevention of mental health problems in young children and youth. They also provide information on upcoming workshops and conferences to assist with ongoing professional training for mental health professionals. Guest editorials include "Early Intervention as Early as Possible: What's Practical?" (Nick Kowalenko) and "Carers' Role in Promotion, Prevention, and Early Intervention" (Des Graham). Several model projects for early intervention are also detailed. (Contains 22 references.) (JDM)

ED 460 323   CG 031 353

Campbell, Linda F.
The Role of Mentoring in Supervision.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Counseling; *Counselor Training; Ethics; Higher Education; Mentors; Peer Teaching; Professional Development; *Supervision

Supervision of psychologists in training continues to be a valued component of teaching skills and professional development and continues to be researched as part of the professional commitment to process and treatment outcomes. Concomitantly, mentoring within training venues and professional peer consultative venues is gaining recognition as an essential element of professional development. Surprisingly, supervision includes a reading fluency checklist and a retelling checklist for students. (RS)

ED 460 346 CS 013 578

Essential Academic Learning Requirements in Reading.
PUB DATE- 98
NOTE- 16p.; Requirements approved February 26, 1997. See CS 216 736 and CS 510 061 for requirements in writing and communication respectively.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Benchmarking; Elementary Secondary Education; Grade 10; Grade 4; Grade 7; Reading Improvement; *Reading Instruction; Reading Motivation; *Reading Skills; *Reading Strategies; *State Standards
IDENTIFIERS- *Washington

Considering the necessity to facilitate the optimal development of reading ability, and the cooperation of the community, family, school, student, and teacher, this paper presents Washington State's Essential Academic Learning Requirements in Reading as a way to encourage equal access to excellent reading instruction and opportunities to learn for all students. Four charts outline standards and benchmarks regarding: (1) understanding and using different skills and strategies to read; (2) understanding the meaning of what is read; (3) encouraging students to read different materials for a variety of purposes; and (4) setting goals and evaluating progress to improve reading. The four charts are divided into benchmarks for grades 4, 7, and 10. (SC)

ED 460 347 CS 013 579

A Framework for Achieving the Essential Academic Learning Requirements in Reading, K-4. Revised.
PUB DATE- 98
NOTE- 25p.; For the framework in Reading 5-7, see CS 013 580. See CS 013 578-580, CS 216 736, and CS 510061 for related documents.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Elementary Education; Grade 1; Grade 2; Grade 3; Grade 4; Kindergarten; *Reading Materials; *Reading Skills; *Reading Strategies; *Skill Analysis; *State Standards
IDENTIFIERS- *Washington

Providing a focus for assessment and serving as a scaffold for documenting and reporting students' progress in reading, this framework is designed to assist teachers in planning and implementing Washington State's Essential Academic Learning Requirements in Reading. Organized by grade level (K-4), each level presents information in four sections: (1) The Overview summarizes some of the key learning common to students making normal progress for that grade; (2) The Quick Check provides a summary of skills and strategies that should be established and used before a student can be considered ready to work at the next grade; (3) The Suggested Genres and Text Features chart lists types of fiction and nonfiction texts and the text features familiar to most students at each grade level; and (4) The Suggested Characteristics chart offers skills and strategies or characteristics to be worked toward by the end of each grade. Although the framework is organized by grade level, it is acknowledged that children progress at different rates

NOTE- 17p.; For "Georgia's Quality Core Curriculum," see ED 431 719-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Academic Standards; *Core Curriculum; Curriculum Development; Elementary Secondary Education; *Information Skills; *Language Arts; Research Skills; *State Standards; Study Skills; Test Wiseness; *Writing Skills
IDENTIFIERS- Georgia; *Scope and Sequence

This paper presents a matrix that represents the scope and sequence of the written communication portion of the Georgia Quality Core Curriculum language arts component. It lists 50 key skills in written communication (such as uses dictionaries, locates information using reference sources, uses various sources for information, develops a simple outline from a short selection, uses appropriate research processes, analyzes information to determine relevance to topic, and develops strategies for taking tests) and indicates at which grade levels (K-12) these skills should be present. (RS)

ED 460 370 CS 216 716

Applied Literature and Composition Curriculum Guide.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Course Content; Course Descriptions; *English Instruction; Higher Education; Role Playing; Thematic Approach; Thinking Skills; Units of Study; *Writing Instruction; Writing Skills

Redesigned to reflect a more standards-driven as opposed to course-driven approach, the Applied Literature and Composition courses (I and II) described in this paper not only prepare the two-year college/technical school students for entering the real world of work, but also for post-secondary and college level work. It notes that the course is designed to be taught as a one-year or a two-year laboratory course that incorporates and integrates literature, role playing, writing competencies, and the ability to use application, evaluation, synthesis, and analysis. After an introduction, it lists competencies for the courses and correlates the competencies to the Georgia Quality Core Curriculum. The next section of the paper presents eight thematic units (on teamwork, workplace communication, interpersonal relationships/diversity, giving and following directions, critical thinking/problem solving, negotiation, job and time management skills, and information and technology). It then presents three sample lessons ("Mr. Holland's Opus," "Cup Skits-Buy/Sell," and "InfoHunt"). The paper concludes with weekly pacing guides for block scheduling and for traditional scheduling. (RS)

ED 460 371 CS 216 721

Writing Performance Standards Proficient Level Descriptors: Relationship to Alaska Content Standards for English/Language Arts.

Based Assessment; *Persuasive Discourse; *State Standards; Student Evaluation; Writing Assignments; Writing Evaluation; *Writing Instruction; Writing Processes
IDENTIFIERS- *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing for a variety of academic and technical purposes, situations, and audiences. It begins with reference to the particular content standard addressed in the package, the educational level of the package ("partial middle"), and a summary statement of the content standard. It then describes the task associated with the student performances: write a persuasive essay, article, letter, or editorial It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 394 CS 216 758

Nonfiction Journal: Example Performance Package, Minnesota Profile of Learning.
PUB DATE- 98
NOTE- 31p.; Content standard: Read, Listen, and View: Nonfiction; Level: Middle.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; Comparative Analysis; *Information Skills; *Journal Writing; Middle Schools; Nonfiction; Performance Based Assessment; *Reading Comprehension; *State Standards; Student Evaluation; *Student Journals; Visual Learning
IDENTIFIERS- Graphic Organizers; *Minnesota Graduation Standards

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending, interpreting, and evaluating information from a variety of nonfiction formats in reading, viewing, and listening. It begins with reference to the particular content standard addressed in the package, the educational level of the package (middle), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) develop and maintain a nonfiction journal; (2) map main ideas and supporting details as well as identify fact and opinions in nonfiction selections; (3) interpret graphics in nonfiction selections; (4) compare and contrast information in different nonfiction selections and identify differences in points of view of the authors; and (5) use structural organizers within the selections to aid comprehension. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

ED 460 395 CS 216 759

and (4) fostering greater awareness and appreciation of others. One figure and 3 tables are included. (LMI)

ED 460 416 EA 027 187

Brown, Melinda H.; Small, Jennifer L.; Seymour, Mattie L.
Fringe Benefits for Superintendents in Public Schools, 1994-95. National Survey of Fringe Benefits in Public Schools, Part 1. ERS Report.
PUB DATE- 95
NOTE- 107p.; For the 1998-90 edition, see ED 325 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Dismissal (Personnel); Elementary Secondary Education; Expenditure per Student; Expenditures; *Fringe Benefits; *Health Insurance; National Surveys; Personnel Policy; *Public Schools; Retirement Benefits; *Superintendents

This volume is part one of a three-part report of the Educational Research Service (ERS) "National Survey of Fringe Benefits in Public Schools." Data were derived from a 2-part questionnaire that was mailed to 1,918 United States public school systems. A total of 810 school systems responded, creating a 42 percent response rate. Information is presented and analyzed by enrollment grouping, per pupil expenditure level, and geographic region. This volume reports on the fringe benefits received by superintendents for the school year, 1994-95. It provides information on the following fringe-benefit provisions: leave provisions, group insurance programs, professional liability insurance, retirement plans, severance pay, tuition reimbursement provisions, payment of professional organization membership, payment of transportation and conference expenses, provisions for serving as an external consultant, physical examination benefits, contribution to a tax-sheltered annuity fund, length and terms of present employment, annuity policies provided by the school board, individual life insurance policies, and payment of membership dues in civic and social organizations. Fourteen figures and 32 tables are included. A list of additional benefits reported to ERS but not tabulated in the report is included. (LMI)

ED 460 417 EA 027 309

Rainey, Susan J.; Kinsler, Waren S.; Kannarr, Tina L.; Reaves, Asa E.
Hate Speech and the First Amendment.
PUB DATE- 95
NOTE- 19p.; Paper presented at the Annual Education Conference of the California School Boards Association (Long Beach, CA, November 30-December 3, 1995). Prepared by Atkinson, Andelson, Loya, Ruud & Romo, a professional law corporation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Civil Rights; *Constitutional Law; Court Litigation; Elementary Secondary Education; Extracurricular Activities; *Freedom of Speech; *Government School Relationship; Personnel Policy; Racial Discrimination; Sex Discrimination; Sexual Harassment; *State Legislation; Student Behavior; Work Environment
IDENTIFIERS- *Hate Speech; *Supreme Court

Leadership Be Studied?" asks how we can guard against the mixture of paranoia and charisma that constitutes immoral leaders. Judith Lorber's "Reflections on Gender, Work, and Leadership" examines gender differences in leadership and asks if they are genuine differences or if they are due to one gender's lack of power and subsequent inability to reward loyal subordinates. Daniel Born's "Leadership Studies: A Critical Appraisal" explains that the awareness of the common good is a part of the ethics of leadership, but it is not the whole story. Garth Katner's "Mujaheddin and Militiamen: The Global Challenge of Esoteric Leadership" concludes that the militia network in the U.S. and the Taliban are examples of esoteric leadership. An esoteric leader provides his followers certainty and scapegoats. It is leadership based on resentment and violence. Joanne Ciulla's "Ethics, Chaos, and the Demand for Good Leaders" considers the changing definitions of leadership over time, the difference between good leadership and effective leadership, and the need for a shared set of ethical values. Leaders should be trustworthy and accessible. They should grant autonomy to and require superior performance from their subordinates. Rather than using the material rewards of power and resources, leaders should offer a shared ethical goal. (Contains 138 references.) (RKJ)

ED 460 436   EA 031 344

Garmston, Robert J.
The Presenter's Fieldbook: A Practical Guide.
PUB DATE- 97
NOTE- 210p.; With illustrations by Michael Buckley.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; *Persuasive Discourse; *Public Speaking; Rhetoric; *Staff Development
IDENTIFIERS- *Oral Presentations

This book was written for anyone in an educational setting who wants to deliver presentations to support transforming changes. The first chapter provides background for how to present when the intent is to transform. The two dominant staff-development tasks are the modification of the culture of the workplace and the modification of the teachers' capacity to modify themselves. Ideally the listener becomes an inquirer and collaborator. Presentations should provide activities, create emotional engagement, offer content, and allow the audience to achieve mastery of the content. Then new dispositions, capacities, and ideals are developed. There are four subaudiences: professors, scientists, friends, and inventors. In ascending order the presenter wants to transform the listeners' behaviors, capabilities, beliefs, and identities. The presenter should customize to the audience, provide suspense or drama, and never forget that food can reinforce behavior. One should validate the difficulty of change and never show disrespect for the previous model. Chapter 2 reveals how to design effective presentations, including seating and the use of music. Before accepting an engagement, a presenter should ask certain questions of various stakeholders of the presentation. Design should be based on content and processing of content. The seven purposes of content are given, but it is emphasized that the presentation should never be content alone.

(Scott K. Baker, Deborah C. Simmons, and Edward J. Kameenui); (9) "Vocabulary Acquisition: Instructional and Curricular Basics and Implications" (Scott K. Baker, Deborah D. Simmons, and Edward J. Kameenui); (10) "Text Organization: Research Bases (Shirley V. Dickson, Deborah C. Simmons, and Edward J. Kameenui); (11) "Text Organization: Instructional and Curricular Basics and Implications" (Shirley V. Dickson, Deobrah C. Simmons, and Edward J. Kameenui); (12) "Metacognitive Strategies: Research Bases (Shirley V. Dickson, Vicki L. Collins, Deborah C. Simmons, and Edward J. Kameenui; and (13) "Metacognitive Strategies: Instructional and Curricular Basics and Implications" (Shirley V. Dickson, Vicki L. Collins, Deborah C. Simmons, and Edward J. Kameenui." (Each chapter includes references.) (CR)

ED 460 454   EC 306 663

When All Means All: How To Include Students with Disabilities in Accountability Systems and Lessons Learned from Transition Systems Change.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 97
NOTE- 12p.; Theme issues. Ron Erikson and Martha Thurlow wrote the Spring 1997 issue. Produced by the National Transition Alliance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Accountability; *Change Strategies; *Disabilities; *Education Work Relationship; Educational Assessment; *Inclusive Schools; Secondary Education; Student Evaluation; *Systems Approach; *Transitional Programs

This publication is comprised of two brief guides, both of which offer strategies, practices, and resources for including students with disabilities in school-to-work systems. The first focuses on how to include students with disabilities in accountability systems. Strategies are offered to help: (1) view standards from the perspectives of all students; (2) build an aligned assessment system that includes all students; (3) create or revise policies on student participation in assessment; (4) provide testing accommodations for students needing them; and (5) report the results to public or legislative audiences. Practices in Kentucky and Maryland are highlighted as exemplary. The second guide focuses on lessons learned from transition systems change. Strategies address commonly identified systems change factors including empowerment of local partnerships, paradigm shifts, state level policies and procedures, formal systems of communication, local service delivery, and student and parent involvement. Briefly described are transition systems change projects in California, Colorado, Iowa, Minnesota, and Vermont. (Contains 19 resources.) (DB)

ED 460 455   EC 306 668

Irwin, Marilyn M.
Sexuality and People with Disabilities.

This conference paper discusses the results of a study that investigated the effects of a mentor service on 30 children with severe emotional disturbances and considered to be at extreme risk for out-of-home placement. The mentors provided regular, consistent, face-to-face and telephone contact with each child for five hours per week. The mentors provided verbal reports at least weekly to the referring worker and attended treatment team meetings to evaluate the child's progress. A written record of all contacts with the child's family was maintained, and a monthly summary was prepared regarding the therapeutic connections between the activities and the ongoing treatment goals. When compared to the control group of non-mentored children, mentored children were significantly less likely to be placed in a child caring institution. Mentoring was also found to be an extremely cost-effective component of overall treatment for at-risk children when compared to more traditional placements. Families consistently rated mentoring as an integral and crucial resource in the individualization and tailoring of a collaborative plan of care among home, school, and community services. (CR)

ED 460 474 EC 306 850

Armbruster, Paula; Marciano, Paul L.; Messore, Elisa
Treatment Outcome in a Community Based Children's Outpatient Mental Health Clinic: Pre-Managed Care.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Coping; *Emotional Disturbances; *Interpersonal Competence; *Mental Health Programs; *Outcomes of Treatment; Program Effectiveness; Research Needs; Research Problems; Social Isolation
IDENTIFIERS- *Naturalistic Research

This paper discusses the results of a study that investigated the progress of 51 children receiving long-term dynamically-oriented therapy at a naturalistic "real world" clinic. The orientation of the Outpatient Clinic of the Yale Child Study Center is primarily long-term, psychodynamic treatment. Parents and clinicians completed measures before initiation of treatment and at termination. Results indicated the children improved in their functioning as rated by parents and clinicians. In addition, parents reported improved family management practices and a decrease in social isolation from the beginning to the end of treatment. The paper discusses the difficulties inherent in evaluating effectiveness in naturalistic settings where clinicians are less motivated to adhere to research designs, especially those involving the administration of post measures. The need to conduct more outcome studies is urged. Findings for the study suggest that reliable and positive results can be achieved for those families and therapists in "real world" clinics who remain committed and accountable to the therapeutic process. (Contains 19 references.) (CR)

ED 460 475 EC 306 851

Pires, Sheila A.; Behar, Lenore; Friedman, Robert M.; Lourie,

ED 460 493 EC 306 869

Stevenson, Jennifer; Srebnik, Debra
Congruence between Parent-Professional Ratings of Level of Functioning: Relationships to Collaboration and Satisfaction.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Behavior Rating Scales; Children; *Daily Living Skills; *Emotional Disturbances; *Parent Attitudes; *Participant Satisfaction; Severity (of Disability)
IDENTIFIERS- *Parent Provider Relationship

This study examined the congruence between the ratings of level of functioning (LOF) by parents of children with emotional and behavior disorders and LOF ratings by the professionals providing services to these children. Specifically, it examined the relationship of parent-professional congruence on LOF ratings to parent satisfaction with their children's mental health services and the degree of parent-professional collaboration. Parents (n=76) of youths receiving mental health services at mental health centers in Washington state completed the Client Satisfaction Questionnaire, the Family/Professional Collaboration Scale, and the Ecology Rating Scale (the LOF scale also completed by professionals). Major findings indicated: (1) parent satisfaction was significantly correlated with parent-professional collaboration; and (2) there was no significant correlation between parent-professional congruence on ratings of child LOF with parent satisfaction with services. Overall, the study suggests that global service satisfaction is more related to characteristics of the parent-professional relationship than the degree of agreement in how they view the severity of the child's difficulties. (DB)

ED 460 494 EC 306 870

VanNess-Knolls, Michelle L.; Tighe, Theodore A.
The Access Vermont Initiative: Evaluating Family Empowerment.
PUB DATE- 96
NOTE- 6p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Table and figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Change Agents; Child Advocacy; Children; Competence; *Emotional Disturbances; *Empowerment; Evaluation Methods; Interviews; *Mental Health Programs; *Parent Attitudes; *Program Evaluation; *Rating Scales; Self Efficacy; Self Evaluation (Individuals); State Programs

This study attempted to assess family empowerment with participants in Access Vermont, a multilevel crisis intervention project for children with emotional disturbances and their families. The study used the Family Empowerment Scale, a scale based on two dimensions of empowerment level

Hygiene Administration in their efforts to provide services to youth involved with the juvenile justice system who were found to have mental disorders. A time line was constructed documenting developments from the 16th century to present day. More recent history was highlighted by archival photos taken from the Maryland Lunacy Commission, which was created in 1886. Results found several reoccurring themes in the historical legacies of the juvenile justice and mental health systems. The balance of the societal need for safety with the treatment needs of the youth are marked by advocacy and legal efforts and also influenced by economics and public opinion. Utilization patterns for public and private facilities revealed that between 1987 and 1994 inpatient episodes decreased about 40 percent in the mental health sector, while increasing approximately the same amount in the juvenile justice sector. Little change was found in admissions to private facilities; however, public facilities admissions dropped markedly for mental health (46 percent) but increased 26 percent for the juvenile justice sector. (CR)

ED 460 513 EC 306 889

Newcomb, Paul; Cousert, David
System of Care for Youth with Severe Emotional or Behavioral Disorders: A Developmental Model.
PUB DATE- 96
NOTE- 7p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Child Development; Children; Clinical Diagnosis; Developmental Stages; *Early Identification; *Early Intervention; *Emotional Disturbances; *Mental Health Programs; Models; Prevention; Transitional Programs

This paper introduces a framework for conceptualizing a system of care for children and youth with severe emotional or behavioral disorders built on a child development perspective. The approach focuses on developmental transitions which all children and youth experience. Such transitions include entry into school, negotiating the challenges associated with the teen years in modern society, and emancipation from home. The first tier of the model includes a continuum of services that focuses on service and policies which promote the health development of children and youth while attempting to prevent serious mental health problems before they arise. Early identification and appropriate referral become crucial tasks. The second tier of this model includes the continuum of services for those children who have received clinical diagnosis. This continuum would include such programs or systems as the Early Prevention Screening and Diagnostic Treatment Program, special education classes, a range of mental health programs, and programs for specific sub-populations, such as adolescents with chemical dependency and eating disorders. The services that should be offered at each transition stage are described. (Contains 11 references.) (CR)

ED 460 514 EC 306 890

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Emotional Disturbances; Evaluation Methods; Mental Health Programs; Models; *Outcomes of Treatment; Program Effectiveness; Program Evaluation; *Quality Control; Reliability; Validity

This paper critiques current models for evaluation of mental health services provided to children and adolescents with emotional disturbances and offers an alternative model. The most popular model, Donabedian's tripartite model, is described. This model separately evaluates three domains: (1) structure (characteristics of the care providers, their tools and resources, and the physical/organizational setting); (2) process (both interpersonal and technical aspects of the treatment process); and (3) outcome (change in the patient's symptoms and functioning). The paper then notes three approaches used to assess these domains: the use of standards and guidelines, peer review, and outcomes monitoring. Problems with these approaches are identified including: lack of validity data on the importance of structure and process indicators, the poor reliability of peer reviews, and difficulty in relating outcomes directly to services. The paper proposes a model in which quality is viewed strictly as the relationship between quality indicators (i.e., structure and process variables) and quality validators (i.e., outcomes). This approach is in contrast to viewing quality as existing separately within each component. Benefits of this approach include better services, use of quality indicators with known validity, and better program planning. (Contains 19 references.) (DB)

ED 460 533 EC 306 909

Hodges, Kay; Landsverk, John; Heflinger, Craig Anne; Simpkins, Celeste G.; Daniels, La Vonne; Clements, Lisa
Utilization of the Child and Adolescent Functional Assessment Scale (CAFAS) for Assessing Program and Clinical Outcomes. Symposium.
PUB DATE- 96
NOTE- 12p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (9th, Tampa, FL, February 26-28, 1996); see EC 306 844. Tables are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adolescents; Children; *Emotional Disturbances; Evaluation Methods; *Measures (Individuals); *Outcomes of Treatment; Program Evaluation; *Psychological Evaluation; Rating Scales
IDENTIFIERS- Missouri; Tennessee

The Child and Adolescent Functional Assessment Scale (CAFAS) provides information on psychological impairment, including a score for the child's overall functioning as well as scale scores for eight psychosocial areas: school, work, home, community relationships, moods, self-harmful behavior, substance use, and abnormal thinking. This symposium presents two papers which describe uses of the CAFAS in Tennessee and Missouri. The first paper is: "CAFAS: Evaluating Statewide Service" (Craig Anne Heflinger and Celeste G. Simpkins), which summarizes findings of 1994 and 1995 data collection efforts using CAFAS for 846 children and youth in Tennessee state

PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; Curriculum; *Deafness; *Hearing Impairments; High Schools; Higher Education; Interpreters; Learning Activities; *Learning Strategies; Lesson Plans; *Notetaking; Pacing; Scheduling; Self Management; Student Attitudes; Study; *Study Skills; *Time Management

This study skills curriculum is designed to assist students who are deaf or hearing impaired to prepare for college life. It presents lesson plans and activities that address the following topics: (1) effective school tools; (2) effective school attitudes; (3) effective school behaviors; (4) time management and goal settings, including keeping weekly/monthly calendars; (5) using interpreters; (6) using tutors, notetakers, and mentors; (7) using textbooks; (8) using notes; (9) using handouts; (10) test taking; (11) using the library; and (12) using the computer. The curriculum was designed to require two semesters for completion. Forms are provided for keeping daily, weekly, and monthly calendars, along with a comprehension quiz and a computer exercise. (CR)

ED 460 554 EC 308 743

Story, Molly Follette; Mueller, James L.; Mace, Ronald L.
The Universal Design File: Designing for People of All Ages and Abilities. Revised Edition.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); *Case Studies; *Design Requirements; *Disabilities
IDENTIFIERS- *Universal Design

This book presents a guide to the concept of universal design, the design of products and environments to be usable to the greatest extent possible by people of all ages and abilities/disabilities. Chapters 1 and 2 present a brief history of universal design and examine the spectrum of human abilities. Chapter 3 addresses the seven principles of universal design: (1) equitable use; (2) flexibility in use; (3) simple and intuitive use; (4) perceptible information; (5) tolerance for error; (6) low physical effort; and (7) size and space for approach and use. Chapter 4 offers case studies to illustrate each of the seven principles including: (1) promoting equality while preserving history at the University of Virginia; (2) consideration by the Fiskars company of various customer ages and abilities in design of tools such as scissors; (3) the IKEA company's commitment to simplicity in product assembly; (4) designing for the senses at the Lighthouse, Inc.; (5) McKechne Plastics' elimination of measuring tasks in its "squeeze-meter" dispenser; (6) redesign of classic Tupperware by that company; and (7) Steelcase, Inc.'s commitment to a new approach to workplace design. A systems, and desktop video. Case studies address the architecture and technology support learning at Dow Chemical, teaching environments at Penn State, the customer-service inspired environment, and audiovisuals in the boardroom and auditorium. The appendix presents a reference guide for design specifications that includes checklists, forms, and other job aids to make the design or facility selection job easier. (GR)

ED 460 575 EF 005 207

Georgia Capital Outlay Program: 1997 Status Report.
PUB DATE- 97
NOTE- 15p.; Document consists entirely of eight statistical graphs/figures/tables, without accompanying text.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (For Fixed Assets); Comparative Analysis; Elementary Secondary Education; *Public Schools; *School Construction; *Statistical Data
IDENTIFIERS- *Capital Investment Needs; *Georgia

The Georgia Department of Education provides data on the status of its public schools in the following categories: student population trends from 1980 to 2002; estimated annual costs for new schools based on the current rate of student population; funding for Georgia's capital outlay program from fiscal years 1981 through 1998; regular entitlement earnings for fiscal years 1982 through 1998; new school openings during fiscal years 1990 through 1998; and the total statewide capital outlay program needs. In general, the data reveal that student population trends are expected to grow each and every year and that the total estimated annual funding needed for new schools to accommodate this growth is nearly $276 million. Additionally, it shows an average of 39 new schools were opened each year during the last 9 years, with elementary schools contributing over half the number. Finally, total capital outlays for construction program needs were continually short funded from between $700,000 to approximately $1 million. (GR)

ED 460 576 EF 005 212

A High School for the 21st Century. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Environment; *Educational Facilities Design; *High Schools; *Interior Design; Public Schools
IDENTIFIERS- North Carolina

This 10-minute videotape digitally describes a North Carolina prototype high school designed to serve as a model for the 21st century schools. Design emphasis is placed on providing an educationally equitable facility that is secure, efficient, and flexible for multiple uses. The two-story building is composed of core academic and learning resource pods that allow for educational clustering and sharing of information and resources of interrelated functions. Pods, cafeteria, performing arts theater, and gymnasium surround a naturally lighted two-story atrium that allows for multiple functions including a commons area. (GR)

ED 460 577 EF 005 229

Additional administrative provisions conclude the document. (GR)

ED 460 602 EF 005 443

Knott, Gerald H.; Lora, James M.; Acker, Marjorie L.; Taynton, Steven; Logan, Gladys B.; Harrell, Ronald C.
North Carolina Public Schools Facility Standards. A Guide for Planning School Facilities.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classrooms; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Public Schools; *School Construction; Vocational Education
IDENTIFIERS- *North Carolina

The State of North Carolina has developed a planning guide for those in the process of building, enlarging, or renovating school facilities. This guide defines and describes the educational spaces needed to support a modern, comprehensive educational program and sets minimal standards for the types and sizes of spaces required. It serves as a guide for evaluating existing facilities for functional adequacy; determining facility needs; and developing sound, long-range building plans. School space standards covered include regular classrooms, science labs, classrooms for exceptional children, arts education/theater, vocational education, media education, physical fitness areas, and commons areas. Appendices provide the state's legislation for the erection of school buildings, legislation for implementing energy-use goals, class size/teacher allotment ratios, the recommended minimum facilities for middle grades workforce development (vocational) programs, and a form for submitting deviations from state school facility standards. (GR)

ED 460 603 EF 005 473

Roybal-Allard, Lucille
The Earthquake Preparedness Task Force Report. Revised.
PUB DATE- 89
NOTE- 79p.; Report in compliance with Assembly Bill 3730 Chapter 1352, Statutes of 1988.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Earthquakes; Elementary Secondary Education; *Emergency Programs; *Public Schools; *School Districts; School Safety
IDENTIFIERS- *California; *Disaster Planning

A report on Earthquake Preparedness presents California school districts with direction for complying with existing earthquake preparedness planning laws. It first contains two sets of recommendations. The first set requires state action and is presented to the Legislature for consideration. The second set consists of policy statements and requires action by local school authorities. The document then details a model earthquake emergency procedure system, examines public schools as community shelter sites, describes an earthquake damage assessment procedure, and presents a list of equipment and supplies that schools should consider having on hand to provide minimum support during an extended crisis. Appendices contain

*Language Patterns; Language Universals; Oral Language; Syntax
IDENTIFIERS- Finland; United States

This paper investigates the intrasentential codeswitching patterns of two sets of English-Finnish bilingual teenagers in a corpus of 208 bilingual sentences. Two of the subjects live in Finland and two in the United States; therefore, the macro-sociolinguistic situations for them are reverse. For those living in the United States, the minority language is Finnish. Despite the fact that the subjects belong to two different, geographically far apart speech communities, their codeswitching patterns appear to be surprisingly similar. The investigation into the explanation of the similarities of their codeswitching patterns underscores the role of the two unifying forces: on one hand, formal syntax and universal grammar seem to provide the general guidelines for switching; on the other hand, the similarities are explained by the need in every speaker to look for the best and the most accurate expressions to convey the meanings attempted during the flow of spontaneous conversation. (Author/VWL)

ED 460 624 FL 025 596

Johansson, Marjut
Vuoronloppuiset Ongelmat Ja Niiden Korjaaminen Valikielen Institutionaalisessa Keskustelussa (Interlanguage Conversation as a Process in an Institutional Setting).
PUB DATE- 98
NOTE- 16p.; In: Puolin ja toisin: Suomalais-virolaista kielentutkimusta. AFinLAn vuosikirja 1998 (On Both Sides: Finnish-Estonian Research on Language. AFinLA Yearbook 1998); see FL 025 589. Paper presented at "Linguistics in Estonia and Finland: Crossing the Gulf" Symposium (Tallinn, Estonia, November 14-15, 1997). Contains an English abstract.
LANGUAGE- Finnish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Error Correction; Finnish; Foreign Countries; French; *Institutional Environment; *Interaction; *Interlanguage; *Interviews; *Language Proficiency; *Oral Language; Second Language Learning; Swedish; Uncommonly Taught Languages
IDENTIFIERS- *Repairs (Language)

This paper discusses the interlanguage conversation as a process in an institutional setting. The interaction type in question is language proficiency interview and the material discussed is a series of interviews of French second language learners whose mother tongue is either Finnish or Swedish. These interviews are compared to non-evaluative interviews of French learners in Sweden. The material is analyzed from the point of view of the problems repaired in the conversation. These repairs may be learner or teacher initiated. The repairs are initiated for different reasons and the different type of repairs are analyzed. Then, the differences between the Finnish French learner groups are compared to the repairs in the interviews of the Swedish students. (Author/VWL)

ED 460 625 FL 025 597

Kaivapalu, Annekatrin
Eesti Ja Vene Opilased Soome Kaandsona Mitmuse Vormide Moodustajatena: Testi Tulemuste Statistiline Ulevaade (Learning Finnish as a Second Language in Estonia: Results of a Test).
PUB DATE- 98

Second Language Learning; Testing
IDENTIFIERS- Japan

The purpose of this research is to examine the detailed components of Japanese students' English speaking ability in terms of communicative competence by using an oral proficiency test based on Bachman's Communicative Language Ability model (included in an appendix). Eighty college students were tested on four tasks--speech making, visual material description, conversational response, and sociolinguistic competence--and their responses were rated by multiple evaluators on a scale. The results of this test show that it is possible to construct a valid, reliable, and practical test of speaking ability and shed light on native English language speaking raters' scoring of Japanese students' speaking ability. It also shows that a Japanese teacher will be capable of conducting the test in a classroom setting easily, quickly, effectively, and economically without any outside assistance. Twenty-one references and ten tables are included. (KFT)

ED 460 646 FL 026 643

Nakamura, Yuji
Establishing Construct Validity of an English Speaking Test.
PUB DATE- 97
NOTE- 20p.; Published by Tokyo Keizai University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communicative Competence (Languages); *Construct Validity; *English (Second Language); Foreign Countries; Higher Education; *Language Tests; Second Language Instruction; Second Language Learning; Standardized Tests; *Student Evaluation; *Test Validity
IDENTIFIERS- Japan

With the advent of the communicative approach, the role of speaking ability has become more central in language teaching. Consequently, performance testing, especially testing speaking ability, has become one of the most important issues in language testing. There are many limitations in this area because of the nature of speaking ability and the difficulty and complexity of measuring spoken utterances. The purpose of this research is to examine the following: (1) whether the proposed nine traits (pronunciation, grammar, discourse, fluency, content, vocabulary, comprehensibility, interactional competence, and sociolinguistic competence) are relevant and separable parts of speaking ability; (2) whether there is a relationship between methods and language ability; (3) whether the traits are fundamental elements of ability; and (4) how the traits are related. This research also attempts to discover the extent to which speaking ability is reflected in other standardized tests, such as the Test of Spoken English (TSE) or the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI). An appendix with several sample test questions is included. (Contains 14 references.) (KFT)

ED 460 647 FL 026 666

Rausch, Anthony; Altizer, Roger, Jr.; Parry, Andrew
"Gaikokugo" Communication in an Intensive Course Format: Case Study Report and Recommendations.
PUB DATE- 00
NOTE- 23p.; Old Series number 42.

Compliance Supplement. OMB Circular A-133.
PUB DATE- 00
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audits (Verification); Colleges; *Compliance (Legal); *Federal Aid; Higher Education; *Student Financial Aid
IDENTIFIERS- *Office of Management and Budget

This document is a supplement to Circular A-133 (1990) from the Office of Management and Budget (OMB), which extended the government's "single audit process" for agencies that administer federal financial assistance programs to higher education institutions and non-profit organizations. This supplement is based on the 1996 Amendments (the Single Audit Act Amendments of 1996 based on the Single Audit Act of 1984 which established requirements for audits of states, local governments, and Indian tribal governments that administer federal financial assistance programs) and the final revision of OMB Circular A-133, "Audits of Institutions of Higher Education and Other Non-Profit Organizations," which provide for the issuance of a compliance statement to assist auditors in performing the required audits. It identifies compliance requirements that the Federal government expects to be considered as part of an audit under the 1996 Amendments. It enables auditors to avoid time-consuming research into the requirements that must be met. The Supplement provides auditors with the federal program's objectives, procedures, and compliance requirements relevant to the audit as well as audit objectives and suggested audit procedures for determining compliance with these requirements. For single audits, the supplement replaces agency audit guides and other audit requirement documents for individual federal programs. The guide is divided into these sections: (1) "Background, Purpose, and Applicability"; (2) "Matrix of Compliance Requirements"; (3) "Compliance Requirements"; (4) "Agency Program Requirements"; (5) "Clusters of Programs"; (6) "Internal Control"; and (7) "Guidance for Auditing Programs Not Included in this Compliance Supplement." Part 4 lists specific requirements for many financial assistance programs of the U.S. Department of Education. Including Title I and TRIO programs, and part 5 contains guidance for Department of Education clusters of programs, including federal student loan programs such as the Perkins, Pell, and Direct Loan programs. Eight appendixes provide additional details, background information, and some internal reference materials. (SLD)

ED 460 667 HE 034 597

Charles, David; Conway, Cheryl
Higher Education-Business Interaction Survey. Research Report.
SPONS. AGENCY- Higher Education Funding Council for England, Bristol.
PUB DATE- 01
NOTE- 120p.; Survey commissioned by the Higher Education Funding Council for England on behalf of a wider group of stakeholders, including the Department of Trade and Industry/Office of Science and Technology, the Department for Education and Skills, the Scottish Higher Education Funding Council, the Higher Education Funding Council for Wales, and the Department

Initiatives at the Community College of Aurora" (Daniela Higgins); (8) "Moving Welfare Families into Economic Self-Sufficiency" (Kathleen Bombach); (9) "The JOBSplus! Program" (Patricia C. Higgins, Janice Mayne, Patricia Deacon, and Elena LaComb); and (10) "Sources and Information: The Community College and Welfare Reform" (Katalin Szelenyi). (NB)

ED 460 685 JC 020 113

Bashford, Joanne
Report on Users' Satisfaction with Services Provided by Institutional Research. Research Report.
PUB DATE- 01
NOTE- 43p.; Figures for tables provided by Steven Folsom.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Community Colleges; *Information Services; Institutional Research; Program Evaluation; Teacher Attitudes; Two Year Colleges; User Needs (Information); *User Satisfaction (Information); *Users (Information); World Wide Web
IDENTIFIERS- *Miami Dade Community College FL

The Office of Institutional Research (IR) at Miami-Dade Community College (M-DCC) (Florida) offers the results of a survey regarding the use of the office's services. Instead of using hard copy format as in the past, the current survey was conducted online. An e-mail message requesting participation was sent to the 3,498 employees with e-mail addresses. The response rate was 9% (332 responses), higher than the rate in any previous user satisfaction survey. In general, 42% of responses were received from staff, 31% from management, and 22% from faculty. Among full-time personnel at M-DCC, faculty comprise 30%, management 17%, and classified staff 53%. Using this as a guide, the survey determined that management personnel were much more likely to have responded to the survey. Results indicated that: (1) respondents were most familiar with IR publications (40% indicated they had received them); (2) 30% of respondents had visited the IR Web site; (3) 27% had requested special information or research from the IR office; (4) management respondents were most likely to have visited the IR Web site (53%), while faculty were least likely (12%); and (5) 96% of respondents who were able to rate the accuracy of the information on the Web site agreed or strongly agreed with its accuracy. (Contains six tables, with the 2000-2001 effectiveness plan and survey instrument appended.) (NB)

ED 460 686 JC 020 114

Morris, Cathy
Miami-Dade Community College Graduate Profile, 1999-2000. Research Report.
PUB DATE- 01
NOTE- 24p.; Figures for tables provided by Danys Fernandez.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Associate Degrees; College Graduates; Community Colleges; *Degrees (Academic); Minority Groups; *Outcomes of Education; Student Characteristics; Technical Education; Two Year College Students; Two Year Colleges; *Vocational Education

Educational Planning; Educational Technology; Institutional Mission; Learning Disabilities; Program Implementation; *Special Needs Students; Student Needs; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document overviews a descriptive study conducted by the High-Tech Training Unit (HTCU) at the request of the California Community College Chancellor's Office. The mission of the 114 High Tech Centers (HTCs) at California Community Colleges is to train disabled students in the use of access technologies as a method of mainstreaming them into campus computing facilities and instructional resources. In addition to evaluating the success of the HTCs and their students, the purpose of the study was to gain information about the services provided by HTCs, including who they serve, what staffing and equipment resources are provided, and how HTCs interact with local campus and off-campus contingency groups. A survey instrument was developed and sent to 27 California community colleges requesting information about academic year 1997-1998. Results from the 27 institutions indicate that, overall, HTCs are providing diversified programs that have adapted themselves to the needs of students and institutional resources. The majority of programs offer training courses to blind, low vision, physically disabled, and learning disabled students. Results also suggest that measures of success are based primarily on whether students pass HTC courses, while few colleges focus on competency with specific tools, student outcomes, or program operations. Further results and limitations are discussed, and recommendations are offered. (SKF)

ED 460 706 JC 990 220

Connecticut Community-Technical College System Biennial Assessment Report.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Community Colleges; *Enrollment Management; *Institutional Evaluation; *Outcomes of Education; Performance Factors; Persistence; *Strategic Planning; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Community Technical Colleges of Connecticut

This annual report assesses the strategic planning effort of the 12 colleges that make up the Connecticut Community-Technical College system. Section 1 details the planning and assessment process. The first phase of this strategic planning process--the development of performance indicators--has been completed. Colleges identified their goals within the context of overall system goals. Accomplishments related to planning and assessment are presented for each college. Section 2 itemizes the plans for the development of a system-wide general education core. Section 3 outlines the system-wide learner-centered academic model for the 21st century, and details the specific program reviews being done at each of the colleges. Section 4 analyzes the basic skills testing and placement programs, and the conclusions drawn by the Basic Skills Council. Section 5 presents enrollment by ethnic group and students with disabilities, and financial aid data. Reinforces the goal of the system Academic Model to increase enrollment and promote student retention. Section 6 analyzes data collected by four colleges that distributed the revised graduate follow-up survey. Section 7 evaluates the adequacy of

Policy; Transfer Rates (College); Transfer Students; Wages
These three newsletters for 1998 highlight the following topics and issues. The March newsletter features an article on streamlining the transfer ready model, which includes an equation to find the transfer directed rate and the transfer ready rate. The new transfer ready model is divided into three categories, the beginning cohort, the transfer directed, and the transfer ready. Also included is review of a report on the accountability and performance in the California community colleges. Recommendations are included. The July newsletter focuses on uses of technology in community colleges and points to sources that provide informative accounts on instructor's experiences with technology and information about using technology tools in teaching. The newsletter also revisits a study on wage data, which supports the notion that there is a positive relationship between formal education and earnings. Implications on community colleges are included. The October issue looks at performance based funding and budgeting as a drastic departure from traditional budgeting. This paradigm shift expects to effectively utilize tax dollars while increasing accountability and services. All newsletters also highlight regional news and messages from the president. (JJL)

ED 460 726 JC 990 410

Spinetta, Katrin, Ed.
Parameters: Newsletter of the National Council for Research and Planning, 1997.
PUB DATE- 97
NOTE- 22p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; Data Analysis; Data Collection; Distance Education; Educational Finance; Learning; Learning Experience; Learning Theories; *Newsletters; *Performance Based Assessment; *Technical Institutes; Two Year Colleges
These two newsletters for 1997 highlight the following topics and issues. The July issue reports that community and technical colleges are moving to performance funding as a result of the 1997 Washington state legislature including a performance evaluation proviso for all public higher education institutions. Another article is featured on data mining, a process of extracting unknown and comprehensible information from large databases in order to make decisions, is of increasing interest to the educational community. Other topics on empowering research and distance education in Oregon are also covered. In the November issue, the front-page article discusses the learning revolution by which the learner and goals of learning are placed first. The article is followed by procedural recommendations and discussion questions. Information on workforce training is also mentioned and advertised as a sound and worthwhile investment. The Association for Institutional Research's (AIR) 1998 Grant Program is announced and detailed. Both newsletters also highlight regional news and messages from the president. (JJL)

ED 460 727 JC 990 418

State Policy on Transfer.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

most common performance measures for accountability is provided. These measures are: graduation rates, transfer rates, faculty workload/productivity, follow-up satisfaction surveys, amount of external or research funds received, remediation, pass rates on professional licensure exams, degrees awarded, placement data on graduates, total student credit hours, and number and percent of accredited programs. The report elaborates on the advantages and problems of performance-based funding. Finally, this paper provides several recommendations for implementing program budgeting. (JJL)

ED 460 746 JC 990 517

Spurling, Steven
The High School Report: The Placement, Performance and Persistence of New Students from SFUSD High Schools at CCSF.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; Dropout Research; English (Second Language); Evaluation Criteria; *High School Graduates; *High School Seniors; High Schools; *Performance Based Assessment; Performance Factors; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA; *San Francisco Unified School District CA

This report provides information to City College of San Francisco (CCSF) faculty and administrators about graduating high school seniors who have enrolled at CCSF. This report will be produced annually and disseminated to all San Francisco Unified School District high schools and CCSF deans, program coordinators and department chairs. The report is divided into eight sections organized around tables that present descriptive information about the performance of new 16- to 19-year-old students at CCSF in the 1998-1999 school year. The first three sections look at placement in English, ESL and mathematics of new 16 to 19 year old students. In English and mathematics, half of these students placed at a basic skills level. In ESL placement was somewhat higher for both students from SFUSD high schools as well as from high schools outside of San Francisco. Statistically significant differences also existed within the cohort of students examined. Differences existed by type of high school, with the students from the continuation high schools doing the least well in both the fall and the spring. The real differences existed at the individual high school level. Student from both Lowell and foreign high schools did notably better than others. (JJL)

ED 460 747 JC 990 518

Spurling, Steven
CCSF's New Credit Students: Educational Origins, Persistence and Success. Report.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Credit Courses; Evaluation Criteria; Noncredit Courses; Performance Based Assessment; *Student

focuses on welfare. The article, "Implications of the 1996 Welfare Legislation for Children: A Research Perspective," addresses welfare legislation, evaluation findings and basic research, new studies, and interconnections of welfare and other policies. The fourth issue for 1998 examines the growing number of children living in poverty and programs aimed at assisting these children. The feature article, "Improving the Life Chances of Children in Poverty: Assumptions and What We Have Learned," addresses: (1) assumptions underlying child poverty programs; (2) interventions including child-focused, parenting, adult-focused, and two-generation; (3) examining assumptions underlying two-generation programs; and (4) conclusions. (SD)

ED 460 764 PS 027 514

Prinsen, Bert
Issues of Implementation of Early Childhood Education and Support Programs.
PUB DATE- 98
NOTE- 23p.; Paper presented at the European Policy Conference on Early Childhood Education (Amsterdam, Netherlands, April 23-24, 1998). Based on contributions of Marian Hanrahan and Bert Prinsen (chapters 1 and 12 in "Community Health, Community Care, and Community Support. Proceedings of the Invitational Conference on Innovative Childhood Care and Development Support Programs (Utrecht, Netherlands, 1997)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; Community Involvement; *Community Programs; Community Support; Disadvantaged Youth; Foreign Countries; *Health Programs; Health Promotion; Health Services; Preschool Children; *Preschool Education; Program Implementation; Public Policy

This document comprises three papers related to the implementation of early childhood education, health care, and support programs. The first paper is a brief reflection on the nature of implementation, based on the contributions of Boudewijn Bekkers. The second is a proceedings chapter by Marian Hanrahan titled "Community Based Innovative Practices in Child Health Care: Early Childhood Care and Development Support Programs." The third paper is also a proceedings chapter, by Bert Prinsen titled "Issues of Program Design and Implementation." Together, these three papers consider implementation as a second stage in the process of innovation as applied to community-based support programs that promote education and health care for disadvantaged young children. Hanrahan's chapter addresses the implementation of a variety of programs to establish and strengthen international communication about community-based early childhood development programs focusing on disadvantaged populations such as migrants, drug users, and refugees and covering political issues, costs, and quality. Prinsen's chapter discusses nurturing community-based programs through improving programs that combine family support and health promotion; stimulating participation of target groups, marketing strategies focused on policy makers, health care workers, and the public; and evaluating cost-effective programs. (Contains 40 references.) (JPB)

ED 460 765 PS 027 661

Childcare and Education for Children between the Ages of Two and Seven in the Netherlands. Position Paper.
PUB DATE- 98
NOTE- 36p.; Paper presented at the European Policy Conference on Early Childhood Education (Amsterdam, Netherlands, April 23-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; *Early Childhood Education; Educational Policy; Foreign Countries; Inservice Education; Position Papers; Public Policy; *Young Children
IDENTIFIERS- Netherlands

In the Netherlands, there is growing interest in the day care and education of young children, stemming from the increase in culturally different, multilingual pupils in recent years and the understanding that the first 2 years of primary education form the basis for a successful school career. This position paper of the Ministry of Education, Culture and Science of the Netherlands describes the current provisions for child care and education of children ages 4 and 5. Chapter 1 discusses the vision, basic assumptions, and policy relating to the preschool period and to primary education. Chapter 2 presents a discussion of the structure of preschool provisions and of primary education. Two attachments to this chapter provide surveys of the quantitative data of several pupils, of the costs, and of personnel working in child care and education. Chapter 3 deals with education, inservice training, and counseling. Chapter 4 considers the relationship and coordination of preschool policy between the Ministries of Health, Welfare and Sport and the educational policy of the Ministry of Education, Culture and Science. This chapter concludes with several policy measures taken to eliminate bottlenecks in the provision of preschool and the first 2 years of primary education. (KB)

ED 460 766 PS 027 755

Healthy School Meals: Promotion Ideas That Work.
PUB DATE- 98
NOTE- 45p.; Appended is "School Breakfast Programs: Energizing the Classroom."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement; *Breakfast Programs; *Child Health; Educational Environment; Elementary Secondary Education; Learning Readiness; *Lunch Programs; *Nutrition Instruction; Program Effectiveness; Recipes (Food); Teacher Attitudes
IDENTIFIERS- Department of Agriculture; Dietary Guidelines for Americans; Menu Planning; Minnesota; *Promotional Strategies; *Universal School Breakfast Program

"Healthy School Meals: Promotion Ideas That Work" is a Minnesota program based on the USDA's Team Nutrition program. The program's goal is to improve the health of children through school meals and nutrition education. This is accomplished by empowering schools to serve meals meeting the Dietary Guidelines for Americans, and motivating children in grades pre-K through 12 to make food choices for a healthy diet. This

NOTE- 356p.; For 2000 Data Book, see ED 450 909. Additional support from Emerson Electric. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Infant Mortality; Infants; Juvenile Justice; Lunch Programs; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Indicators; *Missouri; Out of Home Care

This KIDS COUNT data book details statewide trends in the well-being of Missouri's children in the areas of economic security, school success, child health, child safety, and adolescent success. The statistical portrait is based on the following indicators: (1) students enrolled in free/reduced price lunch programs; (2) births to mothers without a high school diploma; (3) low birth weight; (4) infant mortality; (5) child deaths; (6) child abuse and neglect; (7) out-of-home placement; (8) high school dropout rate; (9) births to teens; and (10) teen violent deaths. Following an executive summary and brief profile of the state and its minority populations, the data book provides information on the state as a whole by outcome measures. Special sections highlight juvenile crime and justice from the Missouri Division of Youth Services and analysis of the 2000 census information as it relates to children. The bulk of this section provides data by county, including outcome measures, county trends, composite county rank, demographic information, economic information, family supports, and health information. The data book's three appendices include raw data for indicators, data notes and sources, and county ranks for 1995-1999. (SD)

ED 460 783 PS 030 084

Protect Children Instead of Guns, 2001.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; *Adolescents; Child Advocacy; *Child Safety; *Children; *Gun Control; *Guns; Homicide; *Public Policy; Safety; Suicide; Tables (Data); Violence
IDENTIFIERS- *Child Mortality

Noting that firearms outnumber children by a margin of almost three to one in the United States, this report advocates gun safety policies to protect children. The report provides information on trends in youth firearm deaths and finds the statistics alarming, despite recent decline. The first of three tables in the report delineates 1979-1999 statistics on firearm deaths of children and teens ages 0-19 nationwide, differentiating deaths due to homicide, suicide, accident, and unknown intent. The second table delineates 1997-1999 statistics on firearm deaths of children and teens ages 0-19 for each state and nationwide, differentiating deaths due to homicide, suicide, accident, and unknown intent. The final table provides information on firearm deaths in 1999 by age,

Angeles. American Indian Studies Center.; Haynes Foundation.
PUB DATE- 93
NOTE- 431p.; Other sponsors include: the Indian Child and Family Services, Inc., Escondido, CA; Indian Child and Family Services, Inc., Los Angeles, CA; the Toiybe Indian Health Project and the American Indian Alumni Association.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adoption; Alcohol Abuse; *American Indians; Caseworker Approach; Child Abuse; Child Advocacy; *Child Welfare; Compliance (Legal); Court Litigation; Cultural Relevance; *Family Problems; Family Programs; *Fetal Alcohol Syndrome; Foster Care; Health Promotion; *Social Work; Tribal Sovereignty; Workshops
IDENTIFIERS- *Indian Child Welfare Act 1978; Tribal Courts

This proceedings contains edited transcripts of speeches and workshops given at a conference on the Indian Child Welfare Act (ICWA), held at UCLA in January 1992. Workshop titles were: fetal alcohol syndrome; responding to the family in Indian child welfare; joint in-service training for management of Indian Child Welfare Act cases; domestic violence in the American Indian community; funding programs and grant writing; critical incidents: taking care of yourself; Indian child adoptions; developing tribal courts; cultural competency; difficult casework; ICWA compliance procedures; more difficult casework; Public Law 280; surviving the courtroom; and fetal alcohol syndrome: identification, treatment, and prevention for mother and child. Keynote addresses were given by Cecilia Fire Thunder, Dan Edwards, and William Thorne. An annotated bibliography on Indian child welfare and the ICWA contains 56 entries published 1972-91. (SV)

ED 460 802 RC 022 006

Brown, J. Lynne; Jensen, Leif; Mastrofski, Jennifer
Single Parents' Attitudes toward and Use of Government and Community Assistance: A Needs Assessment To Plan Interventions That Preserve Family Function and Lower the Risk of Poverty. Final Report and Executive Summary.
PUB DATE- 97
NOTE- 185p.; Project 96-03.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Community Services; Educational Needs; *Family Programs; Human Services; *Mother Attitudes; Mothers; Needs Assessment; *One Parent Family; Poverty; Program Attitudes; Public Policy; Rural Urban Differences; Welfare Reform; *Welfare Services
IDENTIFIERS- Food Stamp Program; Pennsylvania; *Service Utilization; *Single Parents; Workfare

Interviews with 107 rural divorced, single mothers in 6 Pennsylvania counties examined their use of and attitudes toward community assistance programs, workfare, and educational programs. Many respondents had used welfare and nutrition programs and felt the programs were needed. However, they felt that child feeding programs were more accessible and less stigmatized than welfare or emergency programs. Only a quarter of the women had used Head Start, support groups, parenting education, money management, food education, or career development programs. Barriers to attending these programs included time constraints, location, poor transportation, fees,

SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperation; Elementary Secondary Education; Evaluation; Informal Education; *Instructional Materials; Minority Groups; *Participation; Science Education; Science Programs

Informal science programs play an important role in reinforcing the fact that science and mathematics are not difficult to master. This report is based on a survey of informal science programs supported by the National Science Foundation and exemplary programs in science and mathematics supported by the U.S. Department of Education. The survey consisted of three sections dealing with the population served, the curriculum and/or materials produced by the programs, and a range of open-ended questions regarding minority recruitment, mentoring, collaboration, and evaluation. Findings indicate that the number of persons served per program varied widely from as little as 10 per year to as many as 3.5 million per year. The distribution of students served according to school level revealed that the programs served a larger number of Middle/Junior High students followed by Elementary and Senior High students in about equal numbers. Findings from section 2 indicate that materials are produced for teachers, students, and to a lesser extent for parents, with the format of choice being the printed page. Findings from section 3 indicate that recruitment strategies for minority students vary widely; less than half of the respondents indicated that mentoring is an integral part of the program, and collaboration was one of the strongest points of these projects. The report also contains item-by-item responses, a list of programs responding to the survey, and all open-ended responses. (JRH)

ED 460 821 SE 058 367

Miller, Heidi, Ed.; Sheaffer, Amy, Ed.
Great Lakes Instructional Materials for the Changing Earth System: An Earth Systems Education Effort of the Ohio Sea Grant College Program and the Ohio State University.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, MD. National Sea Grant Program.; George Gund Foundation, Cleveland, OH.
PUB DATE- 95
NOTE- 240p.; Support also received from the Great Lakes Protection Fund and Canadian Studies Program of the United States. Printing donated by Mercury Maine, a Brunswick Maine Company.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Secondary Education; *Environmental Education; *Global Approach; Learning Activities; *Marine Education; Oceanography; Science Activities; *Water Resources
IDENTIFIERS- *Great Lakes

This activity book was developed because of the importance of understanding both our water resources and the impact of global change. The materials in this set were designed to use current data and information access skills, offer productive

IDENTIFIERS- *Natural History; Nature; Nature Study; Nature (Television Series)

This curriculum guide was developed for use with public television's Nature series. The materials in the guide are designed to help students actively participate in the study and experience of nature. Students are encouraged to view the programs as a scientist would, observing natural phenomena and drawing conclusions. Each lesson in the Teacher's Resource Guide includes: (1) a "Program Overview" that presents background information and brief synopses of the program to be viewed; (2) "Objectives" that provide the teacher with measurement goals; (3) a "Before Viewing Activity" that familiarizes students with the subject and allows them to set purposes for viewing; (4) "Vocabulary" that features definitions of unfamiliar words used in each program; (5) "Discussion Questions" that help students assess the main points of the program; (6) "Suggested Reading" for students who may want to learn more about the topic; and (7) a "Naturalist's Guide" (student worksheet) to be duplicated and distributed to students. The programs highlighted in this guide focus on the powerful natural forces that change the earth and how these forces affect the vast variety of life forms covering the planet. Program titles include "In the Beginning," "Perpetual Motion," "Heavenly Partners," "Living Dangerously," and "Playing with Fire." (WRM)

ED 460 843 SE 062 676

Barker, Lucia; Brown, Jordan
Animals and Us: How We Live Together. Nature. Teacher's Guide.
SPONS. AGENCY- Ford Motor Co., Dearborn, MI.; National Park Foundation, Washington, DC.; Corporation for Public Broadcasting, New York, NY.
PUB DATE- 97
NOTE- 16p.; Support also provided by Canon U.S.A., Inc. Videotape and poster not available from ERIC. for other guides in this series, see SE 062 674-81.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animal Caretakers; *Animals; Biological Sciences; Elementary Secondary Education; *Environmental Education; Foreign Countries; Habitats; Naturalistic Observation; *Pets; Science Activities; *Science and Society; Scientific Concepts; Social Studies; Teaching Guides; *Wildlife; Zoology
IDENTIFIERS- Animal Communication; *Hunting; Nature (Television Series)

This curriculum guide was developed for use with public television's Nature series. The materials in the guide are designed to help students actively participate in the study and experience of nature. Students are encouraged to view the programs as naturalists would, observing animals in their environment, noting their behavior, and drawing conclusions. Each lesson in the Teacher's Resource Guide includes: (1) a "Program Overview" that presents background information and brief synopses of the program to be viewed; (2) "Objectives" that provide the teacher with measurement goals; (3) a "Before Viewing Activity" that familiarizes students with the subject and allows them to set purposes for viewing; (4) "Vocabulary" that features definitions of unfamiliar words used in each program; (5) "Discussion Questions" that help students assess the main points of the program; (6) "Suggested Reading" for abilities to make sense of the mathematical discussions and problems, whereas the lower-SES students desired more specific direction from the teacher and text. Additionally, while the higher-SES students seemed to approach the real world problems with an eye toward the larger, abstract, mathematical ideas, the lower-SES students often missed the intended mathematical point. An examination of sociological literature revealed ways in which these patterns in the data could be related to more than individual differences in temperament or achievement among the children. The results suggest that reform-oriented instruction could assume and reward middle-class students' preferred ways of thinking and knowing in some unanticipated ways. After a short summary of the study is given, several questions and dilemmas related to the findings of the study are considered. Integrated into this discussion are a variety of current issues, such as the latest NCTM (National Council of Teachers of Mathematics) Standards document, class- and race-based gaps in U.S. student achievement since 1990, and the current emphasis on strictly positive aspects of diversity. Links with research on ethnicity and implications for teachers and researchers are also discussed. (Contains 59 references.) (Author)

ED 460 862 SE 065 681

Lubienski, Sarah Theule
Are the NCTM "Standards" Reaching All Students? An Examination of Race, Class, and Instructional Practices.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; National Standards; Race; Racial Bias; *Sociocultural Patterns; *Socioeconomic Influences; *Socioeconomic Status
IDENTIFIERS- National Council of Teachers of Mathematics

Utilizing 1990 and 1996 National Assessment of Educational Progress data regarding mathematics achievement, students' backgrounds, and mathematics teacher practices, this paper examines race and SES (socioeconomic status) related disparities in student performance, beliefs about mathematics, and classroom experiences. Although overall mathematics achievement increased between 1990 and 1996, race- and SES-related gaps were not significantly changed. SES differences appeared to account for some, but not all race-related differences. An examination of classroom practices revealed many similarities in students' experiences that were consistent with the NCTM (National Council of Teachers of Mathematics) Standards, such as group work and manipulative use. However, other aspects of mathematics instruction, such as the role of calculators, type of assessment used, and teacher emphasis on reasoning were found to correlate with both SES and race, and the correlation with race persisted even after controlling for SES. The results suggest that white, middle class students are experiencing more of the fundamental shifts called for in the Standards. However, the paper raises cautions about concluding that such instructional differences are causing the race- and SES-related gaps in achievement. The findings emphasize the need to find ways of enhancing the mathematical problem solving place during this important period. Lessons explore Japan's modernization and emerging national identity from multiple social and economic perspectives within Japan during the Meiji period, with special attention to the role of artists in helping to shape and promote a national identity. Lessons include: (1) "Introduction to Meiji Japan"; (2) "The Meiji Restoration: Defining Government Goals and Policies"; (3) "Bunmei Kaika: The Role of Art in Promoting Government Policy"; (4) "The Meiji Constitution of 1889"; (5) "Education and National Identity"; (6) "Good Wife, Wise Mother: The Role of Women in Meiji Modernization"; (7) "Female Factory Workers and the 'Meiji Miracle'"; and (8) "Japan Takes a Bow on the World Stage: The 1893 World's Fair." The eight lessons build upon each other and may be used as a complete curriculum unit or used in combination with the textbook or other supplementary materials to enrich the study of this period in Japanese history. (EH)

ED 460 884   SO 026 453

Lipman, Jonathan N.; Masalski, Kathleen Woods; Chalk, Alan
Imperial Japan: Expansion and War. A Humanities Approach to Japanese History, Part III.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 159p.; For Parts I and II in this series, see SO 026 451 and 452.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Asian History; *Asian Studies; Change; Culture; Foreign Countries; *Foreign Policy; *Humanities; Interdisciplinary Approach; Literature; *Public Policy; Secondary Education; Social Studies; *World History
IDENTIFIERS- *Japan

This unit covers the tumultuous period of 1894-1945 in modern Japanese history. The curriculum unit includes an assortment of Japanese arguments for and against government policies of expansion and war. The unit introduces a wide variety of Japanese materials, ranging from paintings to fiction to personal memoirs, that can enhance students' understanding of the richness and complexity of Japanese life during this period. Students interpret the materials and draw generalizations from them. There are four lessons in the packet. Lesson 1, "Why Empire? Why War?" challenges students to argue both for and against Japan's expansion into mainland Asia and the Pacific, from various Japanese points of view. Lesson 2, "Patriotism Reflected in Art and Literature," asks students to recognize the range of Japanese expressions of patriotism and reactions to the government's appeals to patriotism. Lesson 3, "Who Were the Non-Conformists? The Dissidents?" introduces students to individuals, both real and fictional, who chose not to conform to the Japanese government's standards for behavior during the Imperial period. In the final lesson of the unit, "The Social and Cultural Scene," students use art and literature of the Imperial period to explore domestic issues of importance to Japanese society. (EH)

ED 460 885   SO 026 555

APSA Guidelines for Teacher Training: Recommendations from the American Political Science Association for Certifying Precollegiate Teachers of Civics, Government and Social Studies.

Ellison, novelist and author of "Invisible Man"; (5) Louise Fitzhugh, writer, illustrator, and author of "Harriet the Spy"; (6) Jean Craighead George, writer and illustrator, author of "My Side of the Mountain" and "Juliet of the Wolves"; (7) E. L. Konigsburg, author of "From the Mixed-Up Files of Mrs. Basil E. Frankweiler" and "The View from Saturday"; (8) C. S. Lewis, author of the Narnia Chronicles; (9) Frederick L. McKissack and Patricia C. McKissack, writers of fiction and nonfiction children's books and creators of award-winning books that celebrate African American life; (10) Katherine Paterson, author of "The Master Puppeteer," "Bridge to Terabithia," "The Great Gilly Hopkins," and "Jacob I Have Loved"; (11) Anne Rice, Gothic novelist and author of "The Vampire Chronicles"; (12) Shel Silverstein, poet, author, creator of "Where the Sidewalk Ends," "A Light in the Attic," and "Falling Up"; and (13) Laura Ingalls Wilder, children's author and creator of the "Little House" books. (EH)

ED 460 908 SO 029 371

Building Support for School Music: A Practical Guide. Music Makes the Difference.
PUB DATE- 91
NOTE- 74p.; Prepared by the National Coalition for Music Education: Music Educators National Conference; National Academy of Recording Arts & Sciences, Inc.; and the National Association of Music Merchants.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; *Advocacy; Change; Citizen Participation; Educational Change; Elementary Secondary Education; *Music; Music Appreciation; *Music Education; *Social Action

This guide is intended to provide an action plan for groups advocating music in the schools. The guide assists local music education advocacy groups to provide strategies to make music and the other arts an essential part of the school program. Sections of the book include: (1) Introduction; (2) "Organizing for Action"; (3) "Analyzing the Situation"; (4) "Planning and Strategy"; (5) "Getting to Work"; and (6) "Evaluating Progress." The appendices contain a 32-item resource list along with reproducible materials (EH)

ED 460 909 SO 029 375

Hursh, Heidi
Activities Using the "State of the World Atlas, 5th Edition."
PUB DATE- 96
NOTE- 144p.; Written with Michael Prevedel. The State of the World Atlas, 5th Edition is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Atlases; Controversial Issues (Course Content); Current Events; Geography; *Geography Instruction; Instructional Materials; Secondary Education; Social Studies

This activity book highlights recent changes in international political and economic systems of the world. Teachers of

Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Females; *Gender Issues; Graduate Study; Higher Education; *Leadership; *School Administration; *Socialization; *Women Administrators
IDENTIFIERS- Leadership Effectiveness

An investigation examined the way in which specific women were selected for and inducted into school leadership. Each had graduated from a newly designed preparation program built around state and national standards, focused on teaching and learning as the central role of schools, and committed to collaborative approaches as the best way to achieve shared goals. Pressures on women to conform to traditional norms for school leaders as they entered school leadership were examined. The investigation also explored any impact that gender-associated leadership preferences had on their socialization. A multiple case study approach was selected and data sources used were primary and naturalistic in nature (statements, documents, and observations). The 15 students in the study graduated with clear ideas about leadership and their preferences for leadership style. They had studied the concept of socialization and knew that during their transition into leadership they would encounter both explicit and implicit expectations for their role. The ten students interviewed indicated an awareness of socialization. Confidence grounded in competence characterized all of the program's graduates. Most attributed some of their success to resisting socialization during their preparation. Their knowledge of who they were, what they stood for, and how to work with people were connected to their graduate studies. The women identified several characteristics associated with a feminine style as important to their success as assistant principals and principals. (Contains 2 tables and 91 references.) (BT)

ED 460 930 SO 033 546

Sutton, Margaret, Ed.; Hutton, Deborah, Ed.
Concepts and Trends in Global Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Longview Foundation for Education in World Affairs and International Understanding, Accokeek, MD.
PUB DATE- 01
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Global Education; Higher Education; *Interdisciplinary Approach; *International Education; Social Studies; World Wide Web
IDENTIFIERS- *ERIC

This publication addresses trends and issues in global education, providing information about what global education is and how to teach it. The publication emphasizes ERIC resources. It offers ERIC Digests about global education and selected items from the ERIC database that exemplify different viewpoints and benefits, cautions and comments, sample program profiles, and program contacts. Two sidebars offer information on risk factors (related to educational goals, student behaviors, and home life) and protective factors that provide support for the enhancement of resilience. (SM)

ED 460 949   SP 038 648

Gardiner, Mary E.; Grogan, Margaret; Enomoto, Ernestine
Women's Conflicts as They Are Mentored into Educational Leadership in Public Schools.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Females; Feminism; *Leadership Training; *Mentors; *Minority Group Teachers; *Public Schools; Racial Discrimination; Sex Differences; Sex Discrimination; Teacher Attitudes; Teacher Collaboration; Teacher Role; *Women Administrators
IDENTIFIERS- *Educational Leadership; Poststructuralism

This paper reports on data from a larger study of women being mentored into educational leadership positions in public schools, focusing on women's conflicts with leadership and how mentoring can help in dealing with such conflicts. The larger sample included 55 mentors and proteges in Washington, Maryland, and Virginia. This paper uses the Washington state sample, which includes interviews with 10 proteges and 6 mentors (14 women and 2 men). Participants were white, Hispanic, and African American. Researchers used qualitative analysis and a feminist, poststructuralist framework to critique the mentoring of women within the cultures of K-12 public school administration in which they worked. The study examined mentorship from the perspective of women in professional relationships with mentors in the field of education. Findings indicated that participants were unique women struggling with conflicts between the public role of leadership and the desire to preserve their personal priorities and values. Mentors were important in showing how women could successfully combine professional and personal lives. Results indicated that women had perceptions of themselves as different from traditional administrators, and they wanted to make a difference. They felt a lack of public support and public credibility. Women of color faced racist attitudes and practices in working within a conservative, predominantly male, white culture of educational administration. (Contains 23 references.) (SM)

ED 460 950   SP 038 674

Serving up Success! Team Nutrition Days, 1997.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agriculture; Child Health; *Comprehensive School

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Archives; Broadcast Television; College Students; Degrees (Academic); Dropouts; Educational Attainment; *Educational Finance; *Elementary Secondary Education; *Enrollment; Fine Arts; High School Graduates; *Higher Education; Libraries; Private Schools; Public Schools; Scholarships; *School Statistics; Student Loan Programs; Tables (Data); Tuition Grants; Yearbooks
IDENTIFIERS- *New York

This yearbook presents statistical information about the state of New York and its population as well as information about the five boroughs of New York City. The 41 tables and 1 figure in Section J describe education in New York state in the 1990s and into 2001 and contain information that makes it possible to compare these statistics with those of previous years and from other states. Tables are grouped into the following categories: (1) fall enrollments in public and nonpublic elementary and secondary schools; (2) public school finances and professional positions; (3) high school graduates, college entrants, and dropout rates; (4) enrollments, degrees granted, and expenditures by institutions of higher education; (5) State University of New York enrollments, degrees granted, and employees; (6) tuition assistance, student loans, scholarships, and awards; (7) educational attainment; (8) libraries, archives, and museums; (9) support for the arts; and (10) public television and broadcasting. Data are generally for the years 1993 to the present, with emphasis on the later years and some brief trend information for years before 1993. (SLD)

ED 460 969 TM 033 645

Reeves, Douglas B.
Holistic Accountability: Serving Students, Schools, and Community. Experts in Assessment TM .
PUB DATE- 01
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accountability; *Educational Assessment; Elementary Secondary Education; *Holistic Approach

This book offers a comprehensive program of holistic accountability for educators, school board members, school leaders, and parents. Holistic accountability systems yield information about curriculum, assessment, and instruction that can lead to better practices, better decision making, and higher student achievement. The chapters are: (1) "What Is Holistic Accountability?"; (2) "Caught in the Middle: The Consequences of Accountability; (3) "A Better Way: Using Holistic Accountability To Improve Teaching and Learning"; (4) "Community Collaboration: Making Accountability a Constructive Force"; (5) "Accountability and Academic Standards: The Essential Connection"; (6) "Models of Effective Accountability Systems"; (7) "Ten Steps to Creating a Holistic Accountability System"; and (8) "Rhetoric and Reason: Communicating about Educational Accountability." Two appendixes contain sample accountability reports and suggested resources for accountability systems. (Contains 5 figures, 3 tables, and 36 references.) (SLD) daily. This manual contains the information necessary to conduct the MAASAI Program, including operational details and the rites of passage curriculum, with its units on African American history. A section discusses evaluations of the program and various outcome measures used over the 5 years of program operation. The program typically served 30 to 40 students aged 8 to 14 years each year. Evaluation findings demonstrated that the program was beneficial for this high-risk population. Five appendixes contain descriptions of the jobs of program staff, the office protocol, test and evaluation information, forms used in the program, and resource information, including bibliographies of 50 references on African American history and 81 works on the African American male. (SLD)

ED 460 987 UD 032 695

Beland, Kathy
Second Step R : A Violence Prevention Curriculum. Middle School/Junior High Level 2 Skillbuilding Lessons.
PUB DATE- 97
NOTE- 109p.; For other "Second Step" guides, see ED 365 739-742 and UD 032 696-697. This document is accompanied by a 20-minute videotape titled "Get It Straight" which is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Aggression; Behavior Patterns; Curriculum Guides; Empathy; *Interpersonal Competence; Junior High School Students; Junior High Schools; Middle School Students; Middle Schools; *Prevention; *Skill Development; Student Attitudes; Teaching Guides; Training; *Violence
IDENTIFIERS- *Second Step Violence Prevention Program

"Second Step" is a series of curricula for preschool through junior high/middle school students that addresses the issue of interpersonal violence among adolescents. It is designed to reduce their impulsive and aggressive behavior while increasing their levels of social competence through empathy training, interpersonal problem solving, behavioral skills training, and anger management. At the middle school/junior high school level, "Second Step" has three sets of lessons, one for each year of implementation. The 15 lessons in the Level One curriculum are "foundation" lessons. This curriculum contains Level Two lessons for the second year of implementation that extend and reinforce the foundation lessons. There are eight lessons divided among the following units: (1) "Understanding the Problem"; (2) "Training for Empathy"; (3) "Anger Management"; (4) "Problem Solving"; and (5) "Applying Skills." Each lesson contains discussions of concepts, objectives, preparation, teacher notes, a lesson script, role plays or activities, homework, and extended ideas. A Teacher's Guide introduces the curriculum and suggests best ways of presenting the lessons. Transparencies for lessons are included, and 31 resources are listed for further information. (Contains 82 references.) (SLD)

ED 460 988 UD 032 696

Beland, Kathy
Second Step R : A Violence Prevention Curriculum. Middle School/Junior High Level 3 Skillbuilding Lessons.
PUB DATE- 97

promotional planning calendar contains monthly healthy eating themes and worksheets for planning promotional activities, including goals, publicity, materials and resources, estimated cost, and staffing. Sample recipes, additional promotion themes, a general planning worksheet, and resource list are also presented. The attached report, "School Breakfast Programs: Energizing the Classroom," is a summary of a 3-year study of the Universal School Breakfast Pilot Program in 7 Minnesota elementary schools. The study demonstrates that when all students are involved in school breakfast there is a general increase in learning and achievement. The report presents data related to: (1) participation; (2) integration into the school day; (3) learning readiness; (4) test scores; (5) parent reactions; and (6) social benefits. Also included are quotations from study respondents--school personnel, students, and parents--and a discussion of the effect of removal of the program at one site. (LBT)

ED 460 767 PS 029 939

On the Front Lines of Change: The Children's Aid Society 2001 Annual Report.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Change Strategies; *Child Welfare; Children; Community Schools; Early Parenthood; Health Insurance; *Organizations (Groups); Prevention; *Program Descriptions; Public Policy; *Welfare Services
IDENTIFIERS- *Childrens Aid Society of New York City; Social Policy

The Children's Aid Society (CAS), one of the country's oldest and largest non-sectarian child and family welfare agencies, has 37 sites in New York with an annual operating budget of over $60 million. This annual report highlights the activities of the organization for the 2001 fiscal year and presents information on the work of CAS to complete its mission of ensuring the physical and emotional well-being of children and families and to provide each child with the support and opportunities needed to become a happy, healthy, and successful adult. Following the mission statement and an announcement of the group's Web site are comments from both the chairman and executive director/CEO. The report continues with information on CAS's impact on national social policy through its programs related to community schools, teen pregnancy prevention, and health insurance enrollment. Also included in the report is a "snapshot" of one day's activities in CAS programs, acknowledgement of the many partner organizations with which CAS works and important volunteer activities, as well as the treasurer's report, information on providing contributions to the organization, a list of members of the organization, bequests received in 2001, foundation and corporate donors, tributes, and in-kind contributions. The report also describes the services the Children's Aid Society provides and lists site locations. The report concludes with a list of the trustees, local board members, and key staff, as well as information on the organization's 150th anniversary. (KB)

ED 460 768 PS 029 983

race, and manner. It is argued that despite recent declines, the number remains one of America's silent tragedies. The report finds that: (1) children and youths in rural states are more likely to be victims of gun suicides and accidents than those in more urban states; (2) children in large urban areas are more likely to be victims of gun homicides; and (3) 1.4 million homes, which house 2.6 million children, had firearms that were stored unlocked and loaded, or unlocked and unloaded but stored with ammunition. The report concludes by asserting that it is time to protect children instead of guns. (SD)

ED 460 784 PS 030 087

Classroom Breakfast Scores High in Maryland: Findings from Year III of the Maryland Meals for Achievement Classroom Breakfast Pilot Program.
PUB DATE- 01
NOTE- 8p.; Findings cited from J. M. Murphy, et al., "Maryland Meals for Achievement Year III Final Report," October 2001. For earlier report on Classroom Breakfast see ED 446 818.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Breakfast Programs; Elementary Secondary Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *State Programs; Student Improvement
IDENTIFIERS- *Maryland

In fall 1998, the Maryland State Department of Education and six schools began a pilot program to evaluate the impact of serving breakfast to students in the classroom as part of the school day. Students in participating schools have an opportunity to eat breakfast in their classroom each day at no charge, regardless of family income. The program, called Maryland Meals for Achievement (MMFA), has expanded to more than 90 participating schools for the 2001-2002 school year. Researchers from Massachusetts General Hospital and Harvard Medical School continue to evaluate the program's effectiveness and have found the following: (1) tardiness declines; (2) suspensions decrease; (3) results of the Maryland School Performance Assessment Program (MSPAP) improved significantly more in MMFA schools than in a matched group of comparison schools; and (4) improved student performance in individual subject areas, although not statistically significant. Staff of MMFA schools also report the following positive changes: (1) improved learning environment; (2) improved student behavior; (3) improved student attentiveness; and (4) continued improvement each year of participation. (Includes parental response to the program, summary of the classroom component of the program, description of the diverse group of children served, sample menu items, funding sources for the program, and a summary of related research.) (SD)

ED 460 785 PS 030 088

Research Notes, 2001.
SPONS. AGENCY- McCormick Tribune Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 8p.; Published quarterly. No Spring issue published for 2001. For 2000 issues, see ED 454 997. Also funded by the Illinois Department of Human Services.
LANGUAGE- English

social stigma, and a lack of awareness of the programs. A majority felt that marriage education programs should be required to obtain a marriage license. Use of services and attitudes toward welfare and educational programs differed by income, age of children, rural/urban residence, and extent of experience with such programs. Most interviewees reported that divorce had affected their ability to feed their family. Those who had a lower income, lived alone, had less informational support, or had older children were affected more. Eleven recommendations address increasing assistance to needy single-parent families; increasing awareness of human services programs; need to change welfare staff attitudes; increasing job training and opportunities; partnerships with local agencies; involving participants in how programs are delivered; and introduction of marriage reparation classes. Contains 109 references and 26 data tables. (TD)

ED 460 803 RC 023 266

Toulouse, Pamela Rose
Sagamok Anishnawbek: The Decision Makers and Varying Conceptions of Cultural Inclusion at Beedaban School. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 35p.; Figures and photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; Canada Natives; *Cultural Education; Cultural Maintenance; Curriculum Development; Educational Attitudes; Educational Needs; Elementary Education; Foreign Countries; Language Maintenance; Native Language Instruction; *Parent Attitudes; *Participative Decision Making; School Community Relationship; *Teacher Attitudes; *Tribally Controlled Education
IDENTIFIERS- *Intergenerational Transmission; Parent Advisory Committees

This study examined the underlying tensions between three school decision-making groups regarding the inclusion of Native cultural and language content in the curriculum of a tribally-controlled elementary school in a Canadian Anishinabek community. Except for one teacher, all members of the parent school advisory group, the tribal education committee, and the teacher group agreed that Native culture and history should be included in the school curriculum, but opinions varied concerning the extent of inclusion. Teachers felt the real challenge involved human resources, physical resources, and planning. The education committee and the parent school advisory group recommended as much as one quarter to one half of the school day be devoted to Native language instruction or use. The teachers agreed that the language is important but felt that a realistic use of the language would be 5-10 percent of the day. All decision-makers agreed on the importance of Elders and other community resource people to the children's education, but the teachers rarely drew upon them as key resources because of time and planning constraints. All parties agreed on the importance of including sacred and significant places and events in the curriculum, but occurrences of such activities were rare due to concerns over safety, supervision, and planning. Teachers are faced with enormous pressures of meeting an externally imposed curricular agenda, which poses challenges for incorporating Native knowledge into the collaboration experiences, and provide critical science decision-making opportunities. Activities are grouped into the following categories: Great Lakes in perspective, global climate change, Great Lakes climate factors, visualizing changes in the Earth system, biodiversity: bird populations, biodiversity: forest ecosystems, biodiversity: nonindigenous species, biodiversity: Great Lakes fish, life support for an aging lake, estuary values and changes, toxic chemicals and global change, agriculture and climate change, Great Lakes shipping and lowered lake levels, recreation: where will we play?, and environmental response. (MKR)

ED 460 822 SE 058 713

Vos, Kenneth E., Ed.
A Perspective on Reform in Mathematics and Science Education, Monograph #1.
SPONS. AGENCY- Eisenhower National Clearinghouse for Mathematics and Science Education, Columbus, OH.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Demonstration Programs; *Educational Change; Elementary Secondary Education; Science Course Improvement Projects; *Science Curriculum; Science Instruction; Standards
IDENTIFIERS- American Association for Advancement of Science; *Project 2061 (AAAS); *Reform Efforts

This publication is part of a series prepared in cooperation with the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and the National Council of Teachers of Mathematics (NCTM), by the Eisenhower National Clearinghouse for Mathematics and Science Education. This document focuses on the groundbreaking activities of the Scope, Sequence and Coordination (SS&C) Project initiated by NSTA. This project is a science curriculum reform movement designed to help teachers make their science programs more interesting and relevant to student needs. The document describes the basic premises on which the SS&C project is built, the programs at various sites that have been part of the project's implementation, and the results and ongoing efforts at those sites. It also offers advice on how to implement and overcome major obstacles on an SS&C program. (MKR)

ED 460 823 SE 058 777

The Bayer Facts of Science Education: An Assessment of Elementary School Parent and Teacher Attitudes toward Science Education. Executive Summary.
SPONS. AGENCY- Bayer Corp., Pittsburgh, PA.
PUB DATE- 95
NOTE- 16p.; In cooperation with the National Science Foundation's National Science and Technology Week.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; Educational Strategies; Elementary Education; *Employment; *Hands on Science; *Human Resources; Problem Solving; Science Activities; Teaching Methods

This paper reports on a nationwide, random telephone survey conducted with parents and teachers of children in kindergarten students who may want to learn more about the topic; and (7) a "Naturalist's Guide" (student worksheet) to be duplicated and distributed to students. The programs highlighted in this guide focus on the fascinating relationships between humans and animals. Program titles include "Parrots: Look Who's Talking," "The Elephant Men," "Hunters of the Sea Wind," "Extraordinary Dogs," and "Monkey in the Mirror." (WRM)

ED 460 844   SE 062 677

Brown, Jordan; Barker, Lucia
Coming of Age. Nature. Teacher's Guide.
SPONS. AGENCY- Ford Motor Co., Dearborn, MI.; Norfolk State Coll., VA.
PUB DATE- 96
NOTE- 16p.; Support also provided by Canon U.S.A., Inc. Videotape not available from ERIC. For other guides in this series, see SE 062 674-81.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; Animals; Development; *Ecological Factors; Ecology; Elementary Secondary Education; Environmental Education; Foreign Countries; Habitats; *Naturalistic Observation; Science Activities; Scientific Concepts; Teaching Guides; *Wildlife; *Zoology
IDENTIFIERS- *Animal Communication; Nature; Nature (Television Series)

This curriculum guide was developed for use with public television's Nature series. The materials in the guide are designed to help students actively participate in the study and experience of nature. Students are encouraged to view the programs as naturalists would in order to gain a better understanding of animals, their habits and habitats, and other factors that affect their existence. Each lesson in the Teacher's Resource Guide includes: (1) a "Program Overview" that presents background information and brief synopses of the program to be viewed; (2) "Objectives" that provide the teacher with measurement goals; (3) a "Before Viewing Activity" that familiarizes students with the subject and allows them to set purposes for viewing; (4) "Vocabulary" that features definitions of unfamiliar words used in each program; (5) "Discussion Questions" that help students assess the main points of the program; (6) "Suggested Reading" for students who may want to learn more about the topic; and (7) a "Naturalist's Guide" (student worksheet) to be duplicated and distributed to students. The programs highlighted in this guide focus on showing how young animals come of age--how they are nurtured and protected by their families and how they learn to survive and take care of themselves in the wild. Program titles include "Echo of the Elephants," "Jane Goodall's Wild Chimpanzees," "Ghost Bear," "Born to Run," and "Warts and All." (WRM)

ED 460 845   SE 062 678

Brown, Jordan; Grippo, Lois
Nomads of the Wind. Nature. Teacher's Guide.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, DC.; Ford Motor Co., Dearborn, MI.
PUB DATE- 95
NOTE- 16p.; Additional funding provided by Liz Claiborne Foundation and Canon U.S.A., Inc. Videotape not available from ERIC. "Nomads of the Wind" coproduction of the Thirteen/WNET

skills of lower-SES and African American students. (Contains 23 references and 5 tables.) (Author/MM)

ED 460 863 SE 065 683

Exemplary & Promising Science Education Programs, 2001.
PUB DATE- 01
NOTE- 49p.; Prepared by the U.S. Department of Education, Mathematics and Science Education Expert Panel.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Demonstration Programs; Elementary Secondary Education; Environmental Education; *Equal Education; *Excellence in Education; Mathematics Education; Physics; *Program Effectiveness; Science Education

In 1994 with the initiation of Congress, the Office of Educational Research and Improvement (OERI) created a panel for the evaluation of educational programs in the content areas of mathematics, science, gender equity, educational technology, and safe, disciplined drug-free schools. In 1998, the Expert Panel on Mathematics and Science Education examined mathematics education programs and surveyed science curriculum frameworks. This document identifies two exemplary and seven promising science education programs based on the quality of the program, its usefulness to others, educational significance, evidence of effectiveness, and success. Contact information for each program is provided. Contents include: (1) Introduction; (2) The Review Process; (3) How To Use These Recommendations; (4) Evaluation Criteria; (5) Exemplary Programs; and (6) Promising Programs. (YDS)

ED 460 864 SE 065 684

O'Sullivan, Christine Y.; Grigg, Wendy S.
Assessing the Best: NAEP's 1996 Assessment of Twelfth-Graders Taking Advanced Science Courses.
PUB DATE- 01
NOTE- 95p.; Written in collaboration with Jay R. Campbell, Steve Isham, and Jimming Zhang. Part of the Nation's Report Card program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Advanced Courses; *Biology; *Chemistry; Ethnicity; Females; Grade 12; High Schools; National Competency Tests; *Physics; *Science Achievement; Science Education; Sex Differences; Student Evaluation
IDENTIFIERS- National Assessment of Educational Progress

This report presents the results of a study conducted during the 1995-1996 school year to evaluate the educational progress of 12th grade students taking advanced biology, chemistry, and physics courses. The study was conducted by the National Center for Education Statistics (NCES) in association with the National Assessment of Educational Progress (NAEP). The results reported in this document include information on the science courses students were taking, their academic achievement, and performance results for the selected questions. Chapters include: (1) Overview of the 1996 Advanced Science Study; (2) Science Course-Taking and Student Performance; and (3) Sample Questions and Student Responses. The appendices contain scoring guides for sample questions from the advanced science study, an overview of procedures used for the NAEP advanced science study

PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civics; Elementary Secondary Education; Higher Education; *Methods Courses; *Political Science; Preservice Teacher Education; Social Sciences; *Student Teachers; *Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *American Political Science Association

These guidelines provide recommendations for certifying precollegiate teachers of civics, government, and social studies. The guidelines are intended for reference and use by: (1) colleges and universities with programs that certify elementary, middle, and high school social studies, civics and government teachers; (2) state education agencies that establish standards for certifying or licensing these teachers; (3) agencies that evaluate and accredit teacher education programs; (4) professional organizations for precollege teachers; (5) organizations that are examining and proposing reforms in precollegiate education; and (6) political science departments in colleges and universities who are responsible, wholly or in part, for providing courses to be taken by teachers seeking certification in social studies, civics and government. Specific objectives and course recommendations are listed for preparation and certification of elementary and secondary school teachers of civics and government. (EH) (EH)

ED 460 886 SO 026 557

Conniffe, Patricia, Ed.
Inside France: Three Missing Pages from Your Students' Textbook.
PUB DATE- 95
NOTE- 6p.; Color poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cross Cultural Studies; Cultural Awareness; Cultural Background; *Culture; Foreign Countries; *Geography; *Global Education; International Studies; *Multicultural Education; Secondary Education; Social Studies; *World Geography
IDENTIFIERS- *France

This mini-unit seeks to fill the gap in textbooks that exists when teaching about modern France. Many textbooks end their coverage of France with the chapter on World War II. This unit offers high school students a unique introduction to France in the mid-1990s. The mini-unit includes a two-sided poster, teaching tips, and student pages. Student pages include: (1) "The Nation in Profile" outlining France's economic and social achievements since the 1950's; (2) "The Impact of Recent History identifying current political trends and events in France; and (3) "Current and Emerging Trends" examining evidence that the French culture includes elements of both tradition and change. Objectives are to: (1) introduce readers to a major topic within the study of contemporary France; (2) provide data and resources for launching research on this topic; and (3) suggest questions that might guide further research. (EH) geography, history, economics, political science, current issues, foreign languages, and journalism will find these activities useful in integrating the "State of the World Atlas" into their curriculum. Two introductory activities familiarize the students with the features of the "Atlas" and address recent changes. The rest of the activities are divided into four sections. The first section uses an area studies approach to address various sections of the world. Activities focus on geopolitical and cultural groupings of nations. Stereotypes, similarities and differences, and interrelationships among the nations are explored. The second section keys on global issues such as human rights, the global environment and trade. In the third section, students apply research skills to the "Atlas" as a whole, learning that caution must be used with data collected by governments and presented by authors with a definite perspective. The fourth section integrates the use of the 1995 "State of the World Atlas" with several other specialized atlases produced by Simon and Schuster: "The State of Religion"; "The State of Health"; and "The State of the Earth." These activities do not require full classroom sets of the specialized atlases and could be used as enrichment activities for individual students. (EH)

ED 460 910 SO 029 411

Blankenship, Glen; Tinkler, D. William
The Geography of Germany: Lessons for Teaching the Five Themes of Geography. Social Studies, Grades 9-12. Update 1997/1998.
PUB DATE- 98
NOTE- 105p.; Transparency 7 is not available from ERIC. For earlier version, see ED 396 972.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; Foreign Countries; *Geographic Concepts; *Geographic Location; *Geographic Regions; Geography; *Geography Instruction; High Schools; *Human Geography; Maps; Multicultural Education; Physical Geography; Social Studies; World Geography; World History
IDENTIFIERS- *Germany

This packet contains five lessons related to the five themes of geography: location; place; human-environment interaction; movement; and region. The lessons are designed to support the teaching of courses in world geography, U.S. government/civics, and economics from a comparative U.S./German perspective. Lessons include: (1) "Location of Germany on the Earth's Surface"; (2) "Physical and Human Characteristics of Germany"; (3) "The Interaction of the German People and Their Environment"; (4) "Cultural Diversity in Germany"; and (5) "German Unification and Regional Changes." Several activities support each lesson. Thirteen color transparencies focus on: (1) "The Location of Germany in Europe"; (2) "Landforms, Rivers and Canals"; (3) "Important Industrial Areas and Location of Mineral Resources"; (4) "Types of Industries"; (5) "Population Density"; (6) "Land Use"; (7) "International Commerce"; (8) "Foreigners in Germany"; (9) "German Unity"; (10) "The German Language"; (11) "Radio and Television"; (12) "The Federal States of Germany"; and (13) "Important Dates." (Thirteen photocopied transparencies for classroom use are appended.) (EH)

ED 460 911 SO 029 481

approaches to global education. It contains a directory of key organizations and World Wide Web sites that provide teacher resources. Designed as a guide for educators who want to include global education across the various subjects of the curriculum, the volume is divided into four parts: (1) "Overview of Global and International Education"; (2) "Institutionalizing Global Education"; (3) "Curriculum, Methods, and Approaches"; and (4) "Appendices." Information about documents in the ERIC database and how to submit documents for the database is appended. (BT)

ED 460 931 SO 033 547

Curtis, Mary Clair; Roth, Patsy; Porter, Priscilla
Expanding Children's Geographic World. Grade 1 Model Lesson for Standard 2. California History-Social Science Course Models.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Enrichment; *Geography; *Geography Instruction; Grade 1; Language Arts; *Literacy; Locational Skills (Social Studies); *Map Skills; *Maps; Primary Education; *Social Studies; State Standards
IDENTIFIERS- *California; Geographic Literacy

To complete Standard 2 of the California History-Social Science Framework, first-grade students must learn to use and construct maps and consider how location, weather, and physical environments affect the way people live. Students develop basic geographic skills by focusing first on their school and then on their neighborhood. The 6-year-old builds a sense of place through concrete, representative, and imaginary experiences. In kindergarten, the teacher models how to make different types of maps; whereas in first grade, students construct their own maps. Different kinds of maps are studied, and students learn to read the maps. They also learn that maps show things from above, where things are located, and the relationships among different places. This lesson plan requires 9 weeks to complete. The lesson plan furnishes background information, provides focus questions, offers literacy links (activities for reading, writing, speaking, and listening), lists materials needed for the lesson, and considers the topic in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment methods and presents extended and correlated activities. (Contains a list of 46 print resources and 2 visual resources for the sample topic.) (BT)

ED 460 932 SO 033 548

Keir, Wendi; Rickett, Elizabeth; Porter, Priscilla
Our Nation's Symbols and Holidays. Grade 1 Model Lesson for Standard 3. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Cultural Context; Curriculum Enrichment; Grade 1; *Holidays; Literacy; Primary Education; Social History; *Social Studies; State Standards; *Thematic

Health Education; *Eating Habits; Elementary Secondary Education; *Food; *Health Promotion; *Nutrition Instruction; Physical Health; Public Schools; Student Behavior

This publication presents success stories and actual activities from Team Nutrition Days 1997 to serve as a starting point for other schools wanting to create their own nutrition education activities. Team Nutrition Days was a 1-week celebration that used innovative, interactive activities to teach children that nutrition is the link between agriculture and health. It supported schools in providing healthy school meals and nutrition education. A sample timeline is featured for use in planning Team Nutrition Days activities. Some of the success stories/activities from the various schools included: nutrition navigation night, tasting your way to good health, seasoning with herbs, virtual community farmers' market, tastes of the world, musical food pyramid, creative cookbook, and locally grown...healthy lessons. The publication lists participating schools in each state. (SM)

ED 460 951 SP 038 675

Community Nutrition Action Kit: For People Where They Live, Learn & Play.
PUB DATE- 96
NOTE- 193p.; Prepared by the Families, 4-H, and Nutrition Offices of the Cooperative State Research, Education, and Extension Services Unit of the U.S. Department of Agriculture.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agriculture; Child Health; Community Programs; *Eating Habits; Elementary Secondary Education; Family Programs; *Food; Health Behavior; *Health Promotion; *Nutrition Instruction; Physical Health

This kit is a tool for enabling communities to work together to motivate children and families to make food choices for healthy diets. Team Nutrition is the implementation tool for the U.S. Department of Agriculture's School Meals Initiative for Healthy Children. Its goal is to empower schools to serve healthy meals and motivate students to make healthy food choices. Its two components are technical assistance and training for food service personnel and nutrition education for children and families. Learning activities are grounded in the extension approach enabling families and communities to take charge of their own well-being. The kit has three major features: themes and definitions; components (which further define the themes); and activities for youth, families, and the community. Each activity is theme-based and tied to a specific component. Section 1 of the kit provides an introduction to the program and its mission. Sections 2, 3, and 4 present the learning activities which are the heart and soul of the kit. They include master copies for reproducing, selected handouts, and other materials. Section 5 contains a variety of resource materials needed when implementing the activities, including resources and lists of books and other publications. Reproducible nutrition poster and Food Guide Pyramid information is appended. (SM)

ED 460 952 SP 038 676

USDA Team Nutrition Calendar Companion: Putting Your Plans into

ED 460 970 TM 033 646

Knowledge and Skills for Life: First Results from the OECD Programme for International Student Assessment (PISA), 2000. Education and Skills.
PUB DATE- 01
NOTE- 323p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Foreign Countries; *International Education; *Outcomes of Education; *Performance Factors; Student Evaluation
IDENTIFIERS- Europe; *Organisation for Economic Cooperation Development

The Programme for International Student Assessment (PISA) is a collaborative effort by the governments of member countries of the Organization for Economic Cooperation and Development (OECD) to monitor the outcomes of education systems in terms of student achievement on a regular basis and within a common, agreed-upon framework. By supporting a shift in policy focus from educational inputs to learning outcomes, PISA can assist countries in bringing about improvements in schooling and better preparation for young people. This report presents the initial results of PISA 2000. It contains evidence on the performance in reading, mathematical, and scientific literacy of students, schools, and countries. The report provides insights into the factors that influence the development of these skills at home and at school, examines how these factors interact, and discusses the implications for policy development. Chapters are: (1) "The OECD Programme for International Student Assessment"; (2) "What PISA Shows That 15-Year-Olds Can Do: A Profile of Student Performance in Reading Literacy"; (3) "What PISA Shows That 15-Year-Olds Can Do: A Profile of Student Performance in Mathematical and Scientific Literacy"; (4) "General Outcomes of Learning"; (5) "Gender Differences"; (6) "Family Background and Student Performance"; (7) "The Learning Environment and the Organisation of Schooling"; and (8) "What Makes a Difference to PISA Results: Some Indications for Policy." Three annexes contain information about study methodology, data tables for the chapters, and an account of the development and implementation of PISA. (Contains 52 figures, 14 boxes, 78 tables, and 31 references.) (SLD)

ED 460 971 TM 033 647

Bloom, Howard S.; Ham, Sandra; Melton, Laura; O'Brien, Julieanne
Evaluating the Accelerated Schools Approach: A Look at Early Implementation and Impacts on Student Achievement in Eight Elementary Schools.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 127p.; With Fred C. Doolittle and Susan Kagehiro.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Administration; *Educational Change; Elementary Education; *Elementary Schools; Program Effectiveness; Program Evaluation; School Restructuring; Standardized Tests; Test Results
IDENTIFIERS- *Accelerated Schools; Reform Efforts

NOTE- 102p.; For other "Second Step" guides, see ED 365 739-742 and UD 032 695 and 697. This document is accompanied by a 24-minute videotape titled "Work It Out" and a 6-minute videotape titled "With Friends Like You" which are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Aggression; Behavior Patterns; Curriculum Guides; Empathy; Intermediate Grades; *Interpersonal Competence; Junior High School Students; Junior High Schools; Middle School Students; Middle Schools; *Prevention; *Skill Development; Student Attitudes; Teaching Guides; Training; *Violence
IDENTIFIERS- *Second Step Violence Prevention Program

"Second Step" is a series of curricula for preschool through junior high/middle school students that addresses the issue of interpersonal violence among adolescents. It is designed to reduce their impulsive and aggressive behavior while increasing their levels of social competence through empathy training, interpersonal problem solving, behavioral skills training, and anger management. At the middle school/junior high school level, "Second Step" has three sets of lessons, one for each year of implementation. The 15 lessons in the Level One curriculum are "foundation lessons." This curriculum contains Level Three lessons for the third year of implementation. These eight lessons essentially extend and reinforce the lessons from Levels One and Two. The lessons are divided among the following units: (1) "Understanding the Problem"; (2) "Training for Empathy"; (3) "Anger Management"; (4) "Problem Solving"; and (5) "Applying Skills." Each lesson contains discussions of concepts, objectives, preparation, teacher notes, a lesson script, role plays or activities, homework, and extended ideas. A Teacher's Guide introduces the curriculum and suggests best ways of presenting the lessons. Transparencies for lessons are included, and 31 resources are listed for further information. (Contains 82 references.) (SLD)

ED 460 989 UD 032 697

Ramsey, Elizabeth; Beland, Kathy
A Family Guide to Second Step R : Parenting Strategies for a Safer Tomorrow, Preschool-Grade 5. Facilitator Guide.
PUB DATE- 95
NOTE- 180p.; Illustrations by Doug Keith. One-night presentation section written by Terri Miller. For other "Second Step" guides, see ED 365 739-742 and UD 032 695-696. Spanish language parent handouts, overheads, and take-home activities are available from the Committee for Children to complement this guide. This document is accompanied by a 28-minute family overview videotape which is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Curriculum Guides; Elementary Education; Elementary School Students; *Family Programs; *Interpersonal Competence; Middle Schools; *Parent Participation; Preschool Children; Preschool Education; *Prevention; Skill Development; Student Attitudes; Training; *Violence
IDENTIFIERS- *Second Step Violence Prevention Program

This volume is designed for use by facilitators in school

Shuptrine, Sarah C.; Hartvigsen, Kristine
Southern Institute on Children and Families 1999 Annual Report.
PUB DATE- 00
NOTE- 22p.; For 1997 edition, see ED 431 506.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Welfare; Disadvantaged Environment; Economically Disadvantaged; *Family Programs; Health Insurance; Low Income Groups; Poverty Programs; Program Improvement; Welfare Agencies; *Welfare Services
IDENTIFIERS- Access to Health Care; Access to Services; Affordability; Family Support; *Service Delivery Assessment; *Southern Institute on Children and Families; Subsidized Child Care Services; United States (South)

The Southern Institute on Children and Families is an independent, nonprofit public policy organization founded in 1990 to improve opportunities for children and families in the South with a focus on disadvantaged children. This annual report presents the accomplishments and activities of the organization for 1999. The introductory letter from the president and chairman notes that the major thrust during 1999 was to continue efforts to reduce the number of children lacking health insurance. The report presents information on the progress of the following initiatives: (1) an expansion of the "Covering Kids" health access initiative for low-income uninsured children; (2) the "Southern Regional Initiative on Child Care"; (3) "Supporting Families After Welfare Reform," improving access to Medicaid, state health insurance programs, and food stamps; and (4) a site visit to Mayersville, Mississippi to develop strategies for addressing challenges faced by rural families related to transportation, child care, child health coverage, and health care. The report also includes a list of 1999 publications of the Southern Institute. Plans for the year 2000 are delineated related to improving access to children's health insurance and to child care assistance, supporting families who no longer receive welfare assistance, and pursuing solutions to problems common to small, rural communities. The report concludes with a list of the Institute's board of directors and staff. (KB)

ED 460 769 PS 029 984

Shuptrine, Sarah C.; Hartvigsen, Kristine
Ten Years Aloft! Southern Institute on Children and Families 2000 Annual Report.
PUB DATE- 00
NOTE- 24p.; For 1999 report, see PS 029 983.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Welfare; Disadvantaged Environment; Economically Disadvantaged; *Family Programs; Health Insurance; Low Income Groups; Poverty Programs; Program Improvement; Welfare Agencies; *Welfare Services
IDENTIFIERS- Access to Health Care; Access to Services; Affordability; Family Support; *Service Delivery Assessment; *Southern Institute on Children and Families; Subsidized Child Care Services; United States (South)

The Southern Institute on Children and Families is an independent, nonprofit public policy organization founded in 1990 to improve opportunities for children and families in the

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accreditation (Institutions); Administrators; Day Care; *Day Care Centers; *Definitions; *Early Childhood Education; Institutional Evaluation; *Labor Turnover; Leadership; Periodicals; Standards; Theory Practice Relationship
IDENTIFIERS- California; Day Care Quality; Illinois; *Names; Nomenclature

This document consists of the three 2001 issues of a newsletter that provides current information and research on leadership and administrative issues in early childhood education. The Summer 2001 issue examines practitioners' preferences about terminology, focusing on: (1) vocabulary used to describe the field and different program types as seen by practitioners; (2) workforce perceptions about the field; (3) workforce perceptions about titles; and (4) moving forward. The Fall 2001 issue discusses factors of early childhood workforce turnover in Illinois and California, focusing on defining turnover, the picture of turnover in each state, and the lessons learned from each example. The Winter 2001 issue discusses factors that affect success in achieving center accreditation, focusing on directors, variables that have little impact, obstacles, support factors, and the benefits of accreditation. (SD)

ED 460 786 PS 030 089

Baum, Joanne
Respectful Parenting: From Birth through the Terrific Twos.
PUB DATE- 01
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Change Strategies; *Child Rearing; Cognitive Style; Coping; Developmental Stages; Discipline; *Infants; *Parent Child Relationship; Parent Education; *Toddlers

Developed through 20 years of family therapy practice advocating a child-centered approach to parenting, this book presents a balanced approach to child rearing that recognizes the feelings and needs of both parents and children while observing that children also need boundaries and discipline to feel safe and secure, guidance on the choices they make, and the capacity to adapt successfully to the world and its demands. Topics covered in the book include nursing, spoiling, learning styles, tantrums, discipline, and dealing with life changes. Practical parenting tips and anecdotes from parents are included. (HTH)

ED 460 787 PS 030 097

What Should Parents Know about Information Literacy?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

curriculum. Appendices present each group's survey responses. (Contains 11 references.) (TD)

ED 460 804 RC 023 267

Burns, George E.
Toward a Redefinition of Formal and Informal Learning: Education and the Aboriginal People. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Adult Education (17th, Ottawa, Ontario, Canada, May 29-31, 1998). Abstract is in French and English. Funded by a SSHRC Strategic Research Networks in Education and Training Grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *American Indian Education; *Canada Natives; Cultural Differences; *Culturally Relevant Education; *Educational Attitudes; *Educational Needs; Equal Education; Foreign Countries; *Nonformal Education; Self Determination; Social Bias; World Views
IDENTIFIERS- Canada; Eurocentrism; Indigenous Knowledge Systems

The Western paradigm of education regards schools as the essential institutionalized cultural settings in which formal learning can take place and as the only socially valid settings in which learners can get a formal education. Knowledge is commodified and may be exchanged for currency in the form of jobs or licenses. Learning that occurs outside this institutionalized educational system is judged by the dominant culture to be invalid for certification or professional recognition, is labeled informal, and is associated with the unschooled. This dichotomization of education into formal and informal learning serves to maintain unequal relations of power in education as well as the control, marginalization, and exploitation of minority groups in society. Prior to the arrival of Europeans, Canada Natives had their own highly successful systems of education. The Elders are the most knowledgeable people in Aboriginal societies, yet their learning has been through informal practices and is therefore unrecognized by the dominant culture. Aboriginal people want their children to learn everything that formal education has to offer, as well as their own culture and ways of doing things. The work of Elders must be incorporated into the practices of the formal educational system so that it contributes to the acquisition of credit in formal courses. Obstacles to Elders' participation in formal education must be identified and overcome. (Contains 19 references.) (TD)

ED 460 805 RC 023 268

Pitawanakwat, Joyce
Informal Learning Culture through the Life Course: Initiatives in Native Organizations and Communities. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 8p.; In collaboration with Kenjgewin Teg Educational Institute.
LANGUAGE- English

through fifth grade. The survey measured parents' and teachers': (1) interest in and attitudes toward science; (2) comfort level teaching and talking about science; (3) use of hands-on science activities and teaching methods; (4) perceived support for science reform in school systems; and (5) overall assessments of the current and future status of science education. While parents and teachers view science as a very important subject for children in grades K-5, teachers do not feel highly qualified to teach science. Most teachers also feel that the current emphasis on science education in the schools should increase, and most feel that there should be an increase in the use of the hands-on approach to science instruction. Providing teachers and parents with training, support, and materials may be the first step to achieving true science education reform. (AA)

ED 460 824 SE 061 685

Femiano, Robert
Quick Thinks Math, Book B1.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; *Division; Elementary Education; *Fractions; *Mathematics Activities; *Mathematics Instruction; Middle Schools; *Multiplication; Number Concepts; *Problem Solving; Teaching Guides; Thinking Skills

This guide contains classroom-tested problems designed to introduce and reinforce mathematical concepts in a quick, "fun" way. Activities emphasize the logic and reasoning skills needed to build a strong foundation in mathematics. The problems are thinking activities and require only upper elementary level mathematics skills. Activities are suitable for grades 5-8 and require a working knowledge of multiplication and division skills. (Teaching suggestions and answers included; reproducible for single-classroom use.) (ASK)

ED 460 825 SE 061 686

Femiano, Robert
Quick Thinks Math, Book A1.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Addition; Arithmetic; Elementary Education; *Mathematics Activities; *Mathematics Instruction; Number Concepts; *Problem Solving; *Subtraction; Teaching Guides; Thinking Skills

This guide contains classroom-tested problems designed to introduce and reinforce mathematical concepts in a quick, "fun" way. Activities emphasize the logic and reasoning skills needed to build a strong foundation in mathematics. The problems are thinking activities and require only elementary level mathematics skills. Activities are suitable for grades 2-5 and require addition and subtraction skills. (ASK)

and BBC-TV. For other guides in this series, see SE 062 674-81.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; *Earth Science; Elementary Secondary Education; *Environmental Education; Foreign Countries; Geology; History; *Human Geography; *Indigenous Populations; Naturalistic Observation; Physical Environment; Science and Society; Science Education; *Social Studies; Teaching Guides; Water Resources; World Views
IDENTIFIERS- Hawaii; Islands; *Natural History; Nature; Nature (Television Series); New Zealand; *Polynesia

This curriculum guide was developed for use with public television's Nature series. The materials in the guide are designed to help students actively participate in the study and experience of nature. Students are encouraged to view the programs as naturalists would, observing animals in their environment, noting their behavior, examining the factors that affect their condition, and drawing conclusions. Each lesson in the Teacher's Resource Guide includes: (1) a "Program Overview" that presents background information and brief synopses of the program to be viewed; (2) "Objectives" that provide the teacher with measurement goals; (3) "Before Viewing Activity" that familiarizes students with the subject and allows them to set purposes for viewing; (4) "Vocabulary" that features definitions of unfamiliar words used in each program; (5) "After Viewing the Program" that provides discussion questions to help students assess the main points of the program; (6) "Suggested Reading" for students who may want to learn more about the topic; and (7) a "Naturalist's Guide" (student worksheet) to be duplicated and distributed to students. The programs highlighted in this guide focus on the history of the Polynesians, a seafaring people who set forth more than 2000 years ago to discover and settle countless islands in the South Pacific. Program titles include "The Faraway Heaven," "Crossroads of the Pacific," "Burning their Boats," "Distant Horizons," and "The Pierced Sky." (WRM)

ED 460 846 SE 062 679

Taragan, Barbara
Enter the World of the Naturalist. Nature. Teacher's Guide.
SPONS. AGENCY- American Gas Association, Arlington, VA. Educational Services.
PUB DATE- 89
NOTE- 16p.; Support also provided by Canon U.S.A., Inc. Videotape and poster not available from ERIC. For other guides in this series, see SE 062 674-81.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; Animals; Development; Ecological Factors; *Ecology; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Naturalistic Observation; *Physical Environment; Science Activities; Science and Society; Scientific Concepts; Teaching Guides; Water Resources; *Wildlife
IDENTIFIERS- *Animal Communication; Nature; Nature (Television Series)

This curriculum guide was developed for use with public television's Nature series. The materials in the guide are designed to help students actively participate in the study and

and standard errors. (YDS)

ED 460 865 SE 065 687

Din, Feng S.; Soldan, Christina
The Effects of Practice Reading of ACT Science Passages.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Grade 11; High Schools; *Reading; Science Instruction; *Science Tests; Secondary Education; *Test Coaching
IDENTIFIERS- *ACT Assessment; Scholastic Aptitude Test

This study investigated the effects of two practice reading methods (an ACT American College Test -prep program) on the performance of 11th grade students (N=43) on an ACT science portion mockup sub-test. A pre-test, treatment, post-test with control group design was used in the study. The treatments included that students read the ACT science passages and answered the accompanying questions with or without small group discussion and reasoning for 20 or 30 minutes weekly. This experiment lasted for 10 weeks. Analyses of data via the Dependent t test and the ANCOVA (Analysis of Covariance) test indicated that both the treatment and control classes made significant improvement by the end of the study. No difference was found between the classes in terms of the improvement, which suggests that both treatment methods used in the study were effective in preparing high school students for taking the ACT science portion sub-test. (Contains 26 references and 2 tables.) (Author/MM)

ED 460 866 SO 025 123

Karl, Ann Marie M.
Governor LeRoy Collins: Lessons in Leadership and Citizenship.
PUB DATE- 95
NOTE- 36p.; Accompanying videotape, "Where He Stood," not available from ERIC. Funding assistance provided by the Florida Bar Foundation Interest on Trust Accounts Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Civics; Curriculum Development; Elementary Secondary Education; Futures (of Society); Government Role; History; *History Instruction; Institutions; Instructional Materials; *Law Related Education; Legislation; Public Officials; Social Studies; *State Government; Teaching Methods
IDENTIFIERS- *Florida

This guidebook facilitates the study of the life and work of LeRoy Collins, Florida's 33rd Governor (1955-1961), through a law-related education program. It is designed to accompany the instructional videotape about Collins, "Where He Stood." The goal is to have all Florida students and future citizens identify, appreciate, and be able to define and analyze Governor Collins' major achievements, especially his leadership and character. In the process of studying the governor's achievements, students' analytic and comparative skills should be refined. They should make connections regarding Florida issues, then and now, encouraging constructive approaches for dealing with today's problems. Students also are encouraged to

ED 460 887 SO 026 590

National Service-Learning Cooperative Clearinghouse Shelf List of Research Resources.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 96
NOTE- 26p.; NSLCC developed with the National Youth Leadership Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; Reference Materials; Reference Services; Resource Materials; Resources; *School Community Programs; *School Community Relationship; *Service Learning

This bibliography provides a shelflist of 167 research resources on service learning cataloged and entered into the National Service Learning Cooperative Clearinghouse (NSLCC) database. Each resource is categorized as "dissertation," "master's thesis," or "other research." This list is selective and not comprehensive. (EH)

ED 460 888 SO 026 594

Vue-Benson, Robin; Shumer, Robert
Impacts and Effect of Service Topic Bibliography.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Education; Elementary Secondary Education; Reference Materials; *School Community Programs; *School Community Relationship; *Service Learning; Social Studies

This bibliography addresses the issue of service as an instructional strategy. The citations in the bibliography are divided among five sections. Section 1 contains references that focus on the social and psychological outcomes of participation in service. The impact of service on relationships with others, self-esteem, and moral reasoning are common factors under consideration. The effect of service on academic achievement, intellectual development, and school behavior is the concentration of research in section 2. Though fewer in number, the research in this section may be of greater importance in establishing service-learning as a credible educational practice. Much research considers both the psycho-social and academic impacts of service; section 3 lists these sources. The few existing reviews and bibliographies of the research literature are listed in section 4. Section 5 contains examples of service program evaluations. Literature pertaining to both K-12 and post-secondary populations is included. (EH)

ED 460 889 SO 027 278

Fenske, Kenneth F., Ed.
The Supreme Court: 1995. Special Edition! Summary of Supreme Court Year.
PUB DATE- 96
NOTE- 18p.; Published three times per year. Theme issue. Funded by the ABA Fund for Justice and Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials

The Fight for Equal Rights: Black Soldiers in the Civil War. Lesson Plan. Teaching with Documents Series.
PUB DATE- 97
NOTE- 38p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black History; *Black Studies; Civil Rights; *Civil War (United States); Instructional Materials; *Military Personnel; *Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- National Archives and Records Administration

This lesson focuses on the black soldiers of the Civil War and Reconstruction. Students use primary source materials from the National Archives for classroom research. Students analyze featured documents, engage in creative writing, present oral reports and conduct further research on the topic of the black Civil War experience. The lesson is designed to be cross-curricular and help the classroom teacher with history, government, and language arts instruction. A brief essay for historical background is included along with numerous examples of archival material and suggestions for classroom use. (EH)

ED 460 912 SO 029 744

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. Author Series, Volume 4.
PUB DATE- 98
NOTE- 204p.; For volumes 1 and 3, see ED 390 725 and SO 029 333.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; *Authors; Biographies; *Childrens Literature; Elementary Secondary Education; Language Arts; Reading Materials; Social Studies

This is the fourth volume of the "Biography Today Author Series." Each volume contains alphabetically arranged sketches. Each entry provides at least one picture of the individual profiled with additional information about the birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. The entries end with a list of accessible sources designed to lead the student to further reading on the individual and a current address. Obituary entries also are included and clearly marked in both the table of contents and at the beginning of the entry. Profiles in this volume include: (1) Betsy Byars, author of "The Summer of the Swans" and the "Bingo Brown" books; (2) Chris Carter, creator of the television series "The X-Files" and "Millennium"; (3) Caroline B. Cooney, author of romance, mystery, horror, and suspense stories for young adults; (4) Christopher Paul Curtis, author of "The Watsons Go to Birmingham - 1963"; (5) Anne Frank, Holocaust Victim and author of "The Diary of Anne Frank"; (6) Robert Heinlein, author of science fiction books including "Stranger in a Strange Land"; (7) Marguerite Henry, writer of books for children including "Misty of Chincoteague," "Justin Morgan Had a Horse," "King of the Wind," and "Brighty of the Grand Canyon"; (8) Lois Lowry, author of "Number the Stars," "The Giver," and the "Anastasia" Series; (9) Melissa Mathison,

Approach
IDENTIFIERS- California; *National Symbols

Standard 3 of the California History-Social Science Framework requires that students in grade one know and understand U.S. symbols, icons, and traditions, such as the Pledge of Allegiance, the U.S. flag, essential documents, landmarks, and national holidays. The flag is a unifying theme for this unit of study. Students analyze the symbolism of the flag, learn patriotic songs about the flag, and examine ways the flag is displayed. Four weeks are suggested to complete this lesson plan. The unit provides background information on the topic, lists focus questions, gives literacy links, and considers the topic in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." The lesson plan suggests assessment methods and presents extended and correlated activities. (Contains a list of 34 print resources and 16 media resources for the sample topic. Appended are the lyrics of "You're a Grand Old Flag"; information on flag etiquette; the Pledge of Allegiance; and graphic organizers on patriotic songs, patriotic symbols, and landmarks.) (BT)

ED 460 933 SP 036 192

Manouchehri, Azita
Theory and Practice: Implications for Mathematics Teacher Education Programs.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (7th, St. Louis, MO, June 2-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Change; *Educational Trends; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; Literature Reviews; *Mathematics Education; *Mathematics Teachers; Pedagogical Content Knowledge; *Preservice Teacher Education; Teacher Attitudes; *Teacher Education Curriculum
IDENTIFIERS- *Mathematics Education Research; *Reform Efforts; Subject Content Knowledge

This paper reviews current trends in the training of teachers, particularly in the areas of content knowledge and pedagogical content knowledge, pedagogical reasoning, training, and beliefs. Content knowledge consists of the key facts, concepts, principles, and explanatory framework in the discipline, in this case mathematics. Pedagogical content knowledge or subject-specific pedagogical knowledge is defined as knowledge of students and learning, knowledge of curriculum and school context, and knowledge of teaching. Pedagogical reasoning is the process of transforming content knowledge into forms that are pedagogically powerful and adaptive to particular groups of students. The discussion of training includes a 15-point list of essential training principles as gleaned from a synthesis of the research. Beliefs are considered the attitudes and assumptions of entering preservice teachers, beginning teachers, and experienced teachers, and the power of these beliefs to effect change in education. As teacher educators think about the reform movement, especially in the areas discussed, they need to ask themselves whether they and their programs have realized the importance of nurturing these qualities and standards in their own practice. They need to ask

Action.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agriculture; Child Health; Community Programs; *Eating Habits; Elementary Secondary Education; Family Programs; *Food; Health Behavior; *Health Promotion; *Lunch Programs; *Nutrition Instruction; Physical Health; Planning; Student Behavior
IDENTIFIERS- Department of Agriculture; *School Lunch Program

This booklet is a calendar companion which is designed to help schools plan and conduct monthly activities. It includes lesson planning and activities, information about supporter organizations' events and contests that promote nutrition and health, recipes, food service tips and resources, reproducibles for parents, and a list of Team Nutrition's state-of-the-art materials and how to order them. The tools can be used to plan and coordinate one nutrition education event in a year or one each month. Suggestions for one activity per month, from October through September, are included. (SM)

ED 460 953 TM 028 896

Neill, Monty
Testing Our Children: A Report Card on State Assessment Systems.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 242p.; FairTest Staff contributors were Laura Barrett, Phyllis Bursh, Mark Earley, Charles Rooney, Robert Schaeffer, Leslye Sneider, and Marilyn Yohe. This full report contains the Executive Summary. For the Executive Summary, independent of the full report, see TM 028 897.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Decision Making; *Educational Assessment; Educational Change; Elementary Secondary Education; Objective Tests; Report Cards; Standardized Tests; *Standards; *State Programs; Surveys; Test Bias; *Test Use; Testing Problems; *Testing Programs
IDENTIFIERS- *FairTest

In this study, FairTest evaluated how well state assessment practices live up to the promise of high standards without standardization. The practices of states were measured against standards derived from the "Principles and Indicators for Student Assessment Systems," a 1995 publication of education and civil rights groups working through the National Forum on Assessment. FairTest used surveys, interviews, and various documents to evaluate the states and developed a scoring guide to evaluate each state. Survey responses were received from 44 states, and FairTest drew on other documents to evaluate the other 6 states. It found that, after nearly a decade of intensive discussions about the role and nature of assessment, and despite some important improvements, the fundamental approach of state testing has not changed. Labels have sometimes been revised to "assessment," but most state programs still rely on traditional, multiple-choice tests, and most

The Accelerated Schools Approach is a whole-school reform being implemented in more than 1,000 U.S. elementary and middle schools. The program is characterized by a school structure that sets high expectations for students and teachers, a governance structure with broad teacher participation, and a "powerful learning" approach to curriculum and instruction. This report looks at the implementation of the program in eight elementary schools and evaluates program effects at the third grade. An interrupted time series technique was used to study the effectiveness of the Accelerated Schools model. In the first 3 years of implementation, schools focused on reforming school governance and culture, turning to curriculum and instruction only in the third or fourth year. The findings indicate that the Accelerated Schools model improved standardized test scores in reading and mathematics once the schools in the study turned to changing curriculum and instruction. These findings should be interpreted with caution because of the small number of schools examined and the focus on a single grade. Impacts were not uniform across all students or all schools. The largest impacts were observed among students who would have scored in the middle of their school's test score distribution without the reform and among schools that had the lowest scores before the reform began. Two appendixes contain supplementary tables and the qualitative data protocols. (Contains 6 figures, 18 tables, and 42 references.) (SLD)

ED 460 972 TM 033 648

Procedures Manual for the Colorado Student Assessment Program, 2001-2002.
PUB DATE- 01
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Achievement; *Achievement Tests; *Educational Testing; Elementary Secondary Education; Limited English Speaking; *State Programs; Testing Problems; *Testing Programs
IDENTIFIERS- Colorado; *Colorado Student Assessment Program

As the Colorado Student Assessment Program (CSAP) has expanded, growing to 26 tests in 8 grades by 2002, new administration procedures have been needed. As these test administration procedures evolved, they were communicated through different avenues. This document consolidates the procedures to facilitate better understanding and more consistent application. All public school students enrolled in the grades tested must be accounted for in the CSAP. A large part of the manual is devoted to explaining how to handle special situations so that all students can participate meaningfully in Colorado's state testing program. The manual contains a list of Colorado Department of Education contacts and a list of important CSAP dates. Information is grouped into these sections: (1) "Responsible Practices throughout the Assessment Process"; (2) "Administration"; (3) "Accommodations"; (4) "CSAP and Students with Disabilities: Which Test Should They Take?"; (5) "English Language Learners"; (6) "CSAP Administration of Students with Special Circumstances"; and (7) "CSAP Reports." An appendix contains some additional information about testing conditions and practices. (SLD) settings and youth agencies in which "Second Step: A Violence Prevention Curriculum" is being implemented. The "Family Guide" kit contains background information on the program, techniques for leading a successful family group, and participant handouts in this volume, four videotapes, and 25 anger management and problem solving magnets. "Second Step" is a series of curriculum kits designed to reduce impulsive and aggressive behavior in children and increase their level of social skills and competence. It teaches skills in the areas of empathy, impulse control, and anger management. Second Step is designed for all families, not just for families of high-risk children, since parent training programs have proven to be an effective strategy for reducing violence at home and improving children's behavior. Parent take-home letters are an integral part of Second Step, and these letters are reproduced in this facilitator's guide. The guide suggests six facilitator-led weekly family sessions to give families understanding of Second Step, but directions are included for a single session. A take-home videotape for situations when group meetings are not possible can be borrowed by students and their parents. Suggestions on getting started and facilitator materials for each of the six sessions are presented. (Includes 32 parent handouts.) (SLD)

ED 460 990 UD 032 722

Ghouri, Nadene
One World: A Race and Culture Activity Pack for Youth Workers.
PUB DATE- 94
NOTE- 56p.; The small activity cards have been duplicated four to a page for filming.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Foreign Countries; *Global Approach; *Racial Differences; Secondary Education; *Stereotypes; Urban Youth; *Youth Programs
IDENTIFIERS- England

This activity pack is designed to help youth workers raise young people's awareness of the world by looking beyond stereotypes and assumptions to examine global issues. Eight activities are suggested: (1) "Complete the sentence," an exploration of what the youth group already knows about global concerns; (2) "Match the Meaning," an exploration of terms and definitions; (3) an agree/disagree card game to explore youth attitudes; (4) a multiple choice quiz about world conditions; (5) a poster making session; (6) role play situations for global sensitivity; (7) "Exploring Images, Languages, and Stereotypes"; and (8) "What If It Happened to You?" The pack contains activity cards to use in the sessions. (Contains a list of 42 resource organizations and 7 resources.) (SLD)

ED 460 991 UD 032 729

Abbott Bulletin, 1998.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Court Litigation; Early Childhood Education;

South with a focus on disadvantaged children. This annual report presents the accomplishments and activities of the organization for 2000. The report begins with introductory letters from the chairman and from the president discussing the organization's mission. Background information is provided, including a timeline of the organization's major accomplishments over the 10 years since its inception. The report continues with information on the background and progress of the following initiatives: (1) "Covering Kids," a health access initiative for low-income uninsured children; (2) the "Southern Regional Initiative on Child Care," improving access to affordable child care; and (3) "Supporting Families After Welfare Reform," improving access to Medicaid, state health insurance programs, and food stamps. Also described are new initiatives for improving transportation services in rural areas, improving the environment of local service eligibility offices, and enlisting the support of business partners for their mission. The report also includes a list of 2000 publications of the Southern Institute. The report concludes with a list of the board of directors and Institute staff. The report's appendix summarizes the Institute's accomplishments over the past 10 years. (KB)

ED 460 770   PS 029 988

Vecchiotti, Sara
Career Development and Universal Prekindergarten: What Now? What Next? Working Paper Series.
PUB DATE- 01
NOTE- 31p.; Summary of a meeting convened by Foundation for Child Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Career Development; Compensation (Remuneration); Diversity (Faculty); Faculty Mobility; Labor Turnover; Preschool Children; *Preschool Education; *Preschool Teachers; Public Policy; Research Needs; *Teacher Qualifications
IDENTIFIERS- Universal Preschool

Noting that concerns about the qualifications, turnover, diversity, and compensation of the early childhood workforce are growing as more children attend private and public preschool programs, the Foundation for Child Development convened a meeting to explore early childhood workforce issues surrounding career development of the workforce serving 3- and 4-year-olds. Topics covered were: the bachelor's degree as the entry-level requirement for early childhood teachers; characteristics of the workforce and opportunities for career development; current career initiatives; recruitment and retention; and next steps for research, policy formation, and advocacy. Participants generally agreed that early childhood teachers should have a bachelor's degree, but noted that questions remain as to how the degree improves teaching and affects child outcomes. Institutions of higher education are not ready to meet the current or projected need for early educators with bachelor's degrees. Career ladder systems should incorporate multiple pathways for individuals to obtain higher qualifications. Coordination between 2- and 4-year higher education institutions will be essential. Stimulating career development in early education must include linking prekindergarten with the elementary school system, engaging teacher unions, and establishing higher and different standards for the preparation of program managers, policy analysts, and

DESCRIPTORS- Access to Information; Elementary Secondary Education; *Information Literacy; *Information Skills; *Parent Materials; Parent School Relationship; Parents as Teachers; Student Needs

This brochure explains the concept of information literacy, showing why information literacy is important for children, describing how parents can help children become information literate, and directing parents to additional resources. Information literacy is defined as the ability to access, evaluate, and use information effectively. The brochure explains that school-aged children can use information literacy skills to manage their time effectively, make informed decisions, maximize employment opportunities, and increase job success. Suggestions for encouraging information literacy in children include encouraging, supporting, and guiding children in exploring their interests; showing them how to evaluate information; teaching them about authors, and instructing them to consider the reliability of information from the Internet. The brochure explains what parents should know about information literacy in the schools and lists organizations offering information literacy resources. (Contains 11 references.) (KB)

ED 460 788   PS 030 104

Fager, Jennifer
Highland Elementary School. Learning by Example Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 02
NOTE- 41p.; Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; *Change Strategies; Educational Development; Educational Improvement; *Educational Practices; *Educational Quality; Elementary Education; Elementary School Curriculum; Elementary School Students; Limited English Speaking; Magnet Schools; Parent School Relationship; *Partnerships in Education; Profiles; Program Descriptions; *Reading Achievement; School Community Relationship; State Standards; Student Evaluation; Student Improvement; Teamwork
IDENTIFIERS- Salem Public Schools OR

As part of a series of stories about real-world schools that have achieved substantial success in school improvement over multiple-year periods, this report provides an in-depth look at one school's efforts to improve student learning. The school profiled is Highland Elementary School, located in Salem, Oregon, serving a student population of kindergarten through fifth graders that is primarily low-income and Hispanic, with Spanish as their first language and has a high mobility rate. The report begins with a description of the situation at Highland and the improvements in third and fifth graders' achievement from 1998 to 2000. Changes in practice contributing to school improvement are identified as teaming schoolwide, emphasizing reading schoolwide, forming partnerships with numerous community organizations and parents, extending learning time through the use of a year-round calendar, and aligning the curriculum to standards and student assessments. The key topics addressed in this report are: gaining schoolwide focus for improvement, improving student performance in reading as the cornerstone for all learning, meeting student needs through a bilingual magnet program, and obtaining resources to support school improvement. The report notes three principles underlying education at Highland Elementary: promotion of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Chippewa (Tribe); Cultural Education; Cultural Maintenance; *Educational Practices; Foreign Countries; Holistic Approach; Intellectual Property; Lifelong Learning; *Nonformal Education; *Tribally Controlled Education
IDENTIFIERS- *Odawa (Tribe); Ontario; *Potawatomi (Tribe)

Traditional Ojibway education is currently being delivered by eight First Nations communities on Manitoulin Island and the north shore of Lake Huron, in Ontario. Integration into the formal school system, with the exception of language programs, is not formally established. Elders and traditional teachers are only invited by individual teachers. Integration of the formal education system into the traditional Ojibway system also takes place, through field trips, albeit to a limited extent. Cultural knowledge is transmitted via one-to-one transmission, home-based learning, talking circles, community cultural events, workshops and conferences, and traditional Ojibway institution-based learning. Traditional educational approaches are profoundly different from those of the mainstream educational system. Wholistic (physical, mental, spiritual, emotional) growth and development of the person, experiential learning, oral tradition, and student-centeredness are key elements of the traditional approach. Further, and of vital importance, is the fact that education is grounded in spirituality. Western mainstream education has a narrower scope in that it emphasizes intellectual development to the exclusion of other dimensions. There are a number of concerns related to integrating informal Native education into the formal education system. These include research methodologies utilized; protection of cultural and intellectual property rights; and recognition of traditional indigenous knowledge, traditional teachers, and elders. (Contains 31 references.) (TD)

ED 460 806 RC 023 290

Susag, Dorothea
Native American Literature: Montana and Northcentral Regional Publications.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena.; Montana Association of Teachers of English and Language Arts.
PUB DATE- 98
NOTE- 66p.; Also funded by the Montana Arts Council's Special projects Fund.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; *American Indian Culture; American Indian Education; *American Indian History; *American Indian Literature; Annotated Bibliographies; *Childrens Literature; Cultural Awareness; Elementary Secondary Education; Multicultural Education; Reading Materials
IDENTIFIERS- Authentic Materials; *Montana; *Native Americans; United States (Northern Great Plains); United States (Rocky Mountain States)

This annotated bibliography is designed to help Montana K-12 teachers integrate authentic Native American literature into their curricula. A thematic approach to literature is encouraged, so that students may make meaningful connections between the classroom and their personal worlds. Accordingly, the entries are categorized according to the following themes

ED 460 826 SE 061 689

Anderson, Carolyn
Brain Stretchers Book 4--Advanced.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; *Educational Games; Elementary Education; *Mathematics Activities; *Mathematics Instruction; *Number Concepts; Puzzles; Teaching Guides

This book provides puzzles, games, and mathematical activities for students in elementary grades. Number concepts and arithmetic are common topics. These classic math, logic, and word-problem activities encourage students to become flexible, creative thinkers while teaching them to draw valid conclusions based on logic and evidence. Each activity works on specific reasoning skills such as visual discrimination, mental and written computation, sequencing, logic, and deduction. Practicing these skills gives students the ability to solve more difficult math, science, and work-related problems in the future. (Includes answers to questions and puzzles; reproducible for single-classroom use.) (ASK)

ED 460 827 SE 061 817

Grade 10 to Grade 12 Mathematics Resources: Annotated Bibliography.
PUB DATE- 98
NOTE- 82p.; Contains small type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Foreign Countries; Grade 10; Grade 11; Grade 12; High Schools; *Instructional Materials; Mathematics Curriculum; *Mathematics Education
IDENTIFIERS- *Canada (West)

This annotated bibliography identifies the English language resources endorsed by Alberta, Canada and all Western Canadian Protocol (WCP) jurisdictions implementing The Common Curriculum Framework for K-12 Mathematics Grade 10 to Grade 12. The WCP resources in this bibliography were selected through a collaborative review process based on their high level of fidelity with the rational, philosophical, mathematical processes and outcome of The Common Curriculum Framework for K-12 Mathematics Grade 10 to Grade 12. (ASK)

ED 460 828 SE 061 819

NCRMSE Research Review, 1991-1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 118p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Assessment; Educational Change; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Education; Middle Schools

experience of nature. Students are encouraged to view the programs as naturalists would, observing animals in their environment, noting their behavior, and drawing conclusions. Each lesson in the Teacher's Resource Guide includes: (1) a "Program Overview" that presents background information and brief synopses of the program to be viewed; (2) "Objectives" that provide the teacher with measurement goals; (3) a "Before Viewing Activity" that familiarizes students with the subject and allows them to set purposes for viewing; (4) "Vocabulary" that features definitions of unfamiliar words used in each program; (5) "Discussion Questions" that help students assess the main points of the program; (6) "Suggested Reading" for students who may want to learn more about the topic; and (7) a "Naturalist's Guide" (student worksheet) to be duplicated and distributed to students. The programs highlighted in this guide focus on animal family groupings, exploring the various ways they bear and raise young and share tasks and responsibilities such as hunting and protection. Program titles include "Kali the Lion," "Year of the Jackal," "The Frozen Ocean," "The Land of Beyond," and "The Young Ones." (WRM)

ED 460 847 SE 062 680

Taragan, Barbara
Realms of the Russian Bear. Nature. Teacher's Guide.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, DC.; American Gas Association, Arlington, VA. Educational Services.
PUB DATE- 93
NOTE- 17p.; Support also provided by Liz Claiborne Foundation, Canon U.S.A., Inc., and Siemens Corporation. Videotape not available from ERIC. "Realms of the Russian Bear" is a BBC-TV production with Thirteen/WNET. For other guides in this series, see SE 062 674-81.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; *Ecology; Elementary Secondary Education; *Environmental Education; Foreign Countries; Geology; *Habitats; Physical Environment; Science Activities; Science and Society; Scientific Concepts; Social Studies; Teaching Guides; Water Resources; *Wildlife
IDENTIFIERS- Deserts; Mountains; Natural History; Nature; Nature (Television Series); Tundra; *USSR

This curriculum guide was developed for use with public television's Nature series. The materials in the guide are designed to help students actively participate in the study and experience of nature. Students are encouraged to view the programs as naturalists would, observing animals in their environment, noting their behavior, examining factors that affect their health, and drawing conclusions. Each lesson in the Teacher's Resource Guide includes: (1) a "Program Overview" that presents background information and brief synopses of the program to be viewed; (2) "Objectives" that provide the teacher with measurement goals; (3) "Vocabulary" that features definitions of unfamiliar terms; (4) "Before Viewing the Program" that familiarizes students with the subject and allows them to set purposes for viewing; (5) "After Viewing the Program" that provides discussion questions to help students assess the main points of the program; and (6) a "Naturalist's Guide" (student worksheet) to be duplicated and distributed to students. The programs highlighted in this guide focus on the spectacular hidden riches of the diverse lands of Russia and examine the issues that will face Florida in 2000 and beyond, when Florida is expected to become the third largest state in the country. They also will be encouraged to develop a sense of values and educated opinions. The guidebook provides a variety of student worksheet guides and other resource materials for teachers. (LH)

ED 460 867   SO 025 348

The Major Project of Education in Latin America and the Caribbean. Bulletin.
PUB DATE- 94
NOTE- 75p.; Publication of this Bulletin made possible by the voluntary contribution of the Spanish government. Published three times per year. Available in Spanish and English.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Developing Nations; Educational Methods; Educational Quality; Females; Foreign Countries; Higher Education; Home Economics; School Districts; Secondary Education
IDENTIFIERS- Educational Information; *Latin America; Reform Efforts

This bulletin contains information about important educational strategies that have had an impact in South America. In "Current Trends in Educational Reforms," Juan Carlos Tedesco examines the major lessons that educational reforms have produced. "Education and Changes in the Latin America's Social Structure" (German Rama) starts out by recognizing that education in South America has been acknowledged as a process of political sociability of paramount importance in the shaping of the Republic and of its citizens since the Revolutionary Wars. Luis Ratinoff points out in "Educational Rhetoric in Latin America: The Experience of this Century," that proper individual performance rests on a common foundation of knowledge and shared cultural traditions. Bernadette Nwafor reports on class examination an assessment of academic achievement. Rita Dyer examines instructional developments in home economics. Equal educational opportunities for women are reviewed by Maria Luisa Jauregui. In "Educating towards Tolerance, Misconceptions, Requirements and Prospects," Pablo Latapi expresses the belief that tolerance is at the very core of education for peace and human rights. The bulletin concludes with lists identifying activities and publications. (JAG)

ED 460 868   SO 025 373

Altman, Mary; Caddy, John
A Handbook for Rural Arts Collaborations.
SPONS. AGENCY- Minnesota State Arts Board, St. Paul.; National Endowment for the Arts (NFAH), Washington, DC.
PUB DATE- 94
NOTE- 106p.; A product of the Artists in Minnesota Schools & Communities (AMSC) program, a partnership of COMPAS and the Blandin Foundation; COMPAS Writers & Artists in the Schools (WAITS); and COMPAS Dialogue, a joint project of the Rockefeller Foundation and COMPAS. Also supported by United Arts Fund.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

(022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship; *Citizenship Education; *Civics; *Court Litigation; Federal Courts; *Law Related Education; Laws; Secondary Education; Social Studies
IDENTIFIERS- Amicus Curiae; First Amendment; *Supreme Court

This special issue is intended to help teachers educate students about today's important U.S. Supreme Court and other judicial decisions, the legal issues they involve, and their impact on students' lives. The issue focuses upon the 1995 term of the Supreme Court and the tendency for the justices to vote unanimously. An overview of the cases and decisions are presented with analysis of the types of cases heard and the points of origin. Special issues highlighted are racial gerrymandering, election law and advertising, and election law and patronage. Teaching strategies are offered for use in the classroom. (EH)

ED 460 890 SO 027 664

Music Makes the Difference: Action Kit for Music Education.
PUB DATE- 91
NOTE- 50p.; Prepared by the National Coalition for Music Education: Music Educators National Conference; National Academy of Recording Arts & Sciences, Inc., and the National Association of Music Educators. Window decal, resource flyer, and two accompanying videotapes are not available from ERIC. For manual from kit "Building support for School Music: A Practical Guide" see SO 029 371.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Fine Arts; Information Dissemination; *Music; *Music Education; *Public Relations; *Publicity

This kit provides information on campaigning to increase the study of music in local schools and communities. The kit includes: (1) a "how-to" manual with worksheets, sample letters, and reproducible materials; (2) videotapes to help present your case to different audiences - "Let's Make Music" and "School Music and 'Reverse Economics'"; (3) sample brochures for handouts at meetings; (4) MENC's 1991 "Statements of Beliefs" advisory; (5) a window decal "Music Makes the Difference"; and (6) a resource flyer for additional items available on the topic. (EH)

ED 460 891 SO 028 132

Ninkovich, Frank
U.S. Information Policy and Cultural Diplomacy. Headline Series No. 308.
PUB DATE- 96
NOTE- 73p.; Published four times per year. A complete list of Headline Series titles (with ERIC Accession numbers, if any) is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

scriptwriter for "The Black Stallion," "E.T.: The Extra-Terrestrial," and "The Indian in the Cupboard"; (10) Bill Peet, author and illustrator of children's books, including "Farewell to Shady Glade" and "The Whingdingdilly," as well as former illustrator and screen writer for Disney Animated Films such as "Pinocchio" and "101 Dalmations"; and (11) August Wilson, playwright and author of "Fences" and "The Piano Lesson." (EH)

ED 460 913 SO 029 978

The Berlin Airlift (1948-49): Reporting History with Children's Express. Learner's Guide: An Educational Resource for Students in Middle and High School.
SPONS. AGENCY- German Information Center, New York, NY.
PUB DATE- 98
NOTE- 57p.; Accompanying videotape not available from ERIC. Other collaborators were Maryland Public Television, John F. Kennedy Schule, and Bolthead Communications Group, Inc. Support provided by Daimler-Benz, Mobil, Checkpoint Charlie Foundation, and RIAS Berlin Commission.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; *Curriculum Enrichment; *European History; *Foreign Countries; High Schools; History Instruction; Intermediate Grades; Junior High Schools; Middle Schools; Secondary Education; Social Studies; *United States History; World War II; World Wide Web
IDENTIFIERS- *Berlin Airlift; *Cold War; East Germany; USSR; West Germany

This guide examines the Berlin Airlift (1948-49) as a 3 component initiative consisting of an educational video report, a "Learner's Guide," and an Internet Web site. These three components were developed by Children's Express at Maryland Public Television in accordance using the national history standards to enrich existing curricula. The 30-minute video report utilizes the Berlin Blockade and Airlift and its 1998 commemoration ceremonies as a vehicle for introducing middle and high school students to the Cold War, its genesis, and its impact. The video uses a team of young reporters to weave a narration that, coupled with extensive archival footage, engages and challenges the minds of students and encourages them to explore this learning experience outside the classroom. The Learner's Guide contains suggestions for its use, information about the video, illustrations and key events in post-World War II Germany between 1945 and 1949, questions for students to answer in class, and outside assignments. A bibliography lists books and Internet Web sites. There is a separate "Teacher to Teacher" section (by Joseph J. Browne) and a "Student to Student" section (by Daniel Ornstein). (BT)

ED 460 914 SO 030 526

Hodges, Elaine Prater
Seneca Falls: Achieving Woman's Rights. Teaching with Primary Sources Series, Volume 12.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

what teacher education programs have done to prepare teachers to be active participants in learning and teaching. In conclusion, the paper proposes that the need for a theory of reform in the education of teachers is urgent. (Contains 52 references.) (JB)

ED 460 934 SP 036 247

Desiderio, Mike
Constructs of Professional Educators & Pre-Service Teachers in the Field Based Course Teed 323, "Principles and Practices of Teaching."
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Preservice Teacher Education; Secondary Education; *Secondary School Teachers; Student Teachers
IDENTIFIERS- *Texas A and M University

The purpose of this study was to find the constructs of professional educators and pre-service teachers as they engaged in field-based course of study, "Principles and Practices of Teaching," at Texas A&M University. Of the 38 high school and junior high school teachers mentoring TEED, 323 (the "Principles and Practices of Teaching course) field-based students, a volunteer sample of 23 were interviewed for the study. Documents such as the grant application made to the Texas Education Agency and a copy of the proposed courses and their descriptions that would be included in a reconstructed secondary education program from an outline of the program were collected. Responses from the professional educators for volunteering to work with univesity students in TEED 323 indicated they were willing to take some responsibility when it came to developing new teachers for the profession of education. Some teachers stated a desire for help in the classroom. Two thirds of the teachers said they expected to get some type of help in their afternoon classes with activities such as grading, monitoring, and tutoring students in heed of help. A third of the teachers stated intrinsic reasons, such as their dedication to the profession, for wanting to work with university students. In general, this study showed that the teachers interviewed have a sense of commitment to the development of new teachers. They proved such commitment by volunteering their time and efforts to mentor students interested in the teaching field. In return for their time and efforts, the majority of the interviewed educators expect to receive a little help in the classroom; they showed a high regard for the program and the university students. Appendixes include: Teacher Responses to Protocol and Student Responses to Protocol. (AA)

ED 460 935 SP 036 251

Darling-Hammond, Linda
The Condition of Teaching in America Today.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Aaron Diamond Foundation, Inc., New York, NY.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- 95
NOTE- 10p.; Published jointly by NCREST and the NYC Center for School Reform. Published quarterly.
LANGUAGE- English

states still use them inappropriately to make high-stakes decisions. Two-thirds of state student assessment systems do not even reach the middle level of system quality. One-third of systems need a complete overhaul, and another third need major improvements. In two-thirds of the states it may be said that testing systems often impede, rather than enhance, genuine education reform. Many states do not base their assessments on their content standards, and too many states use norm-referenced tests rather than tests that compare achievement to state standards. A summary is included for each state. Eight appendixes provide additional information about the surveys, study methodology, and the principles considered, as well as a glossary, a list of abbreviations, a bibliography, and an order form. (SLD)

ED 460 954 TM 028 897

Neill, Monty
Testing Our Children: A Report Card on State Assessment Systems. Executive Summary and Summary of State Findings.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 43p.; FairTest Staff contributors were Laura Barrett, Phyllis Bursh, Mark Earley, Charles Rooney, Robert Schaeffer, Leslye Sneider, and Marilyn Yohe. For the full report, see TM 028 896.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Decision Making; *Educational Assessment; Educational Change; Elementary Secondary Education; Objective Tests; Report Cards; Standardized Tests; *Standards; *State Programs; Surveys; Test Bias; *Test Use; Testing Problems; *Testing Programs
IDENTIFIERS- *FairTest

FairTest evaluated how well state assessment practices live up to the promise of high standards without standardization. The practices of states were measured against standards derived from the "Principles and Indicators for Student Assessment Systems," a 1995 publication of education and civil rights groups working through the National Forum on Assessment. FairTest used surveys, interviews, and various documents to evaluate the states and developed a scoring guide to evaluate each state. Survey responses were received from 44 states, and FairTest drew on other documents to evaluate the other 6 states. It found that, after nearly a decade of intensive discussions about the role and nature of assessment, and despite some important improvements, the fundamental approach of state testing has not changed. Labels have sometimes been revised to "assessment," but most state programs still rely on traditional, multiple-choice tests, and most states still use them inappropriately to make high-stakes decisions. Two-thirds of state student assessment systems do not even reach the middle level of system quality. One-third of systems need a complete overhaul, and another third need major improvements. In two-thirds of the states it may be said that testing systems often impede, rather than enhance, genuine education reform. Many states do not base their assessments on their content standards, and too many states use norm-referenced tests rather than tests that compare achievement to state standards. State findings are summarized, the standards and scoring guide are discussed, and a state data table is presented. (SLD)

ED 460 973 TM 033 649

Student Performance in Grade 3 Reading (English and Spanish), Grade 4 Reading and Writing (English and Spanish), Grade 5 Reading and Mathematics, Grade 6 Reading, Grade 7 Reading and Writing, Grade 8 Reading, Mathematics and Science, Grade 9 Reading, and Grade 10 Reading, Writing and Mathematics, School Year 2000-2001. Annual Report to the Colorado General Assembly.
PUB DATE- 02
NOTE- 218p.; For the School Year 2000-2001 report, see ED 439 413.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Standards; *Achievement Tests; Annual Reports; Educational Change; Elementary Secondary Education; *Mathematics Achievement; Public Schools; *Reading Achievement; Reading Comprehension; Sciences; *State Standards; Tables (Data); *Test Results
IDENTIFIERS- Colorado; *Colorado Student Assessment Program

This report, the fifth of a series of annual reports on the Colorado Student Assessment Program (CSAP), presents a review of students' performances in spring 2001 in Grade 3 Reading Comprehension (English and Spanish); Grade 4 Reading and Writing (English and Spanish); Grade 5 Reading and Mathematics; Grade 6 Reading; Grade 7 Reading and Writing; Grade 8 Reading, Mathematics, and Science; Grade 9 Reading; Grade 10 Reading, Writing, and Mathematics. The report provides a general accounting and a concise overview of the performance of students in grades 3, 4, 5, 6, 7, 8, 9, and 10 relative to Colorado's Model Content Standards. Included in the detailed information about student assessment results is information on student achievement by gender, race/ethnicity, disability, accommodation categories, and school district size. Achievement data are also presented for each school district and for schools categorized by socioeconomic status determined by the percentage of students eligible for free or reduced-cost lunch. Results for each CSAP are reported in tabular form according to four levels of student performance that have been defined by the State Board of Education. The report is divided into 15 parts corresponding to the tests at the various grade levels. (SLD)

ED 460 974 TM 033 650

Colorado Student Assessment Program: A Guide for Parents.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Achievement Tests; Elementary Secondary Education; *Parents; State Programs; State Standards; Student Evaluation; Test Construction; Test Results; Test Wiseness; *Testing Programs
IDENTIFIERS- Colorado; *Colorado Student Assessment Program

In question-and-answer form, this pamphlet describes the Colorado Student Assessment Program (CSAP). The CSAP tests are designed to measure student achievement in relation to the Colorado Model Content Standards. Every student enrolled in the grades tested is expected to take the appropriate CSAP. The CSAP tests

Educational Facilities; Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; Financial Support; School Based Management; School District Spending; *School Districts; *State Aid; State Courts; *Urban Schools; Urban Youth
IDENTIFIERS- *Abbott v Burke; *New Jersey

This document consists of the six issues of the "Abbott Bulletin" published during 1998. The "Abbott Bulletin" is a one-page per issue newsletter that reports on developments in response to a set of rulings by the New Jersey Supreme Court in the Abbott v. Burke case. In its fifth ruling in the Abbott case in May 1998, the Court directed the New Jersey Department of Education to issue regulations and guidelines for an extensive package of programs in the 28 Abbott case school districts. Issue number 1 describes the deadlines established for implementation of early childhood education programs under the Abbott rulings. High quality early education for all 3- and 4-year-olds and state-funded improvements to make the Abbott district schools safe and educationally adequate were set to begin in August 1998. The second issue describes the requirements for the early education programs, which must meet the particularized needs of each district's children, must be of high quality, and must receive state funding. In the third issue, guidelines are set out for the school districts plans for educational facilities, again with state funding. The fourth issue contains an update on the facilities planning process and the extension of the deadline plan completion to March 15, 1999. Issue 5 outlines the requirements the New Jersey State Department of Education has given for supplemental program plans for middle and high schools under the Abbott rulings. Number 6 describes the planning for school-based management plans as required under the Abbott rulings. School-based management under the Abbott rulings is unique because it is driven by the program needs of the school's students, and not limited by a pre-set funding amount. (SLD)

ED 460 992 UD 032 730

Abbott Opinions #1-5.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Court Litigation; Early Childhood Education; Educational Improvement; *Educational Planning; *Educationally Disadvantaged; Elementary Secondary Education; Financial Support; Preschool Children; Program Development; School Districts; *State Aid; State Courts; *Urban Schools; Urban Youth
IDENTIFIERS- *Abbott v Burke; *New Jersey

This document contains the following "Abbott Opinions": (1) "Early Childhood Education"; (2) "Adequate School Facilities"; (3) "Supplemental Programs and Whole School Reform in Elementary Schools"; (4) "Supplemental Programs in Middle and High Schools"; and (5) "Planning Programs and Budgets in Abbott Schools." "Abbott Opinion #1" discusses clarification of the Supreme Court's specific rulings in "Abbott" on early childhood education and is designed to assist district administrators, teachers, and parents, community organizations, and others involved in formulating "Abbott" early childhood education plans. "Abbott Opinion #2" provides a thorough analysis of works such as "A Study of School Facilities and Recommendations for the Abbott Districts" by the New Jersey State Department of Education (November 1997) and "The Supreme Court's opinions in directors. Future research should explore the effects of career ladders on children's early education experience and outcomes, the career outcomes for graduates of these programs, and forming connection between universal prekindergarten programs and career development ladders for teachers. (A list of meeting participants and tables are appended. Contains 21 references and background materials.) (KB)

ED 460 771 PS 029 991

Walker, Sherry Freeland, Ed.
Economics, Test Scores, New President behind Legislative Changes.
PUB DATE- 01
NOTE- 22p.; Theme Issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Early Childhood Education; *Educational Policy; *Educational Quality; *Elementary Secondary Education; Federal Legislation; Higher Education; Partnerships in Education; Periodicals; Program Descriptions; Service Learning; Standardized Tests; Tax Credits; Teacher Qualifications
IDENTIFIERS- State Policy

This document is comprised of one issue of the "State Education Leader," published by the Education Commission of the States, an organization that helps state leaders identify, develop, and implement public policy for education that addresses current and future needs of a learning society. This newsletter issue focuses on the activities driving changes in state policy, including economic concerns, a new national report that graded state higher education systems, President Bush's "No Child Left Behind" initiative, and national test scores. The articles in this issue include: (1) "Economics, Test Scores, New President behind Legislative Changes" (Kathy Christie); (2) "Is the Party Over? Education Spending in Today's Economy" (Mike Griffith); (3) "Tax Credits for Education Gain Credibility" (Todd Ziebarth); (4) "Early Learning: What's New in States" (Kristie Kauerz); (5) "A National Report Card on Teacher Quality" (Ed Crowe); (6) "Higher Education Master Plans Gaining Ground" (John Borgen); (7) "Leadership in the States" (Katy Anthes); (8) "Ohio Partnerships Unite Districts, Universities" (Marga Torrence); (9) "Service-Learning: What's Happening in the States" (Lou Myers); and (10) "Community College Role Growing" (Genevieve Hale). (KB)

ED 460 772 PS 030 005

Brown, Pam; Delk, Fay L.; Petty, Steve; Wynn, Debbie; O'Neal, Linda
Tennessee and Its Children: Unmet Needs, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 83p.; For 2000 edition, see ED 446 867.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Birth Weight; Budgets; Child Health; Childhood Needs; *Children; Counties; Dropouts; Early Childhood Education; Early Parenthood; Education; Elementary Secondary Education; Health Insurance; Higher Education; Infant Mortality; Mortality Rate; Physical Health; *Poverty; *Social Indicators; *Tax Allocation; *Tax Rates; Taxes; *Well Being

student learning above all and no excuses for failure; (2) inspired leadership by a principal who is an instructional leader; and (3) continuous staff learning. (Contains 31 references.) (KB)

ED 460 789 PS 030 105

Improving Children's Well-Being: Understanding, Nurturing Fatherhood. Research on Today's Issues.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD. Center for Population Research.
PUB DATE- 98
NOTE- 4p.; For a related book, "Nurturing Fatherhood: Improving Data and Research on Male Fertility, Family Formation, and Fatherhood," see ED 436 297.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Children; Data Collection; *Fathers; *Low Income Groups; *Parent Child Relationship; *Parent Influence; Parent Role; Poverty; Public Policy; *Well Being

This brief focuses on the role of fathers in contributing to children's well-being. The brief notes that collecting better data on fathers is vital to federal and state efforts to reform the welfare and child support systems and that understanding fathers' roles in their children's lives could help parents and social service providers better understand child development and meet children's needs in single-mother households. The brief reports findings contributing to the growing consensus among social scientists that fathers make unique contributions to their children's lives. Also cited is research suggesting that engaging fathers in the lives of their children, whether they can pay child support or not, has positive effects on the children and may motivate fathers to help support their children. Noting that information on fathers most likely to have a child on welfare is lacking, the brief describes three research efforts of the National Institute of Child Health and Human Development: (1) finding "missing men," testing ways to identify individuals such as fathers with no fixed address who are often missed in Census counts; (2) understanding fragile families by locating fathers at hospitals in the hours after their child's delivery and tracking the father-child relationship during the child's early years; and (3) learning from the Early Head Start program, examining the impact of efforts to involve low-income fathers in the lives of their young children at Early Head Start sites. The brief also describes the work of the Fatherhood Initiative seeking to foster greater father involvement and to improve the collection of data on fathers. (KB)

ED 460 790 PS 030 107

Schottman, Elly, Ed.
Welcome to the Web: An Activity Booklet for Parents and Kids = Bienvenidos a Internet: Libro de actividades para padres y ninos.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Public Broadcasting Service, Washington, DC.
PUB DATE- 01
NOTE- 34p.; Corporate funding is provided by Juicy Juice, Post Cereals, and Lego. Produced by the Educational Programming and Outreach Department.
LANGUAGE- English; Spanish

and instructional levels: remembering the old ways (primary, intermediate, secondary); at home within nature (primary); at home within family (primary); at home within circles (intermediate, secondary); change and growth (intermediate); between two worlds (primary, intermediate, secondary); lifeways and stereotypes (intermediate, secondary); and cultural and personal loss and survival (secondary). The approximately 120 entries were produced by Northwestern and North Central publishers, including the Montana Office of Public Instruction, and by seven Montana tribal communities: Blackfeet, Crow, Flathead (Salish/Kootenai), Fort Belknap (Assiniboine/Gros Ventre), Fort Peck (Assiniboine/Sioux), Northern Cheyenne, and Rocky Boy (Chippewa/Cree). Each entry includes genre, theme, grade level, annotation, and the tribal affiliation of text or author. Approximately 60 supplemental resources include materials that develop awareness of Native American culture and history and that help educators incorporate Native literature in the curriculum. (SV)

ED 460 807 RC 023 310

Hare, Debra; Nathan, Joe
The Need Is Now: Dealing with Minnesota's Teacher Shortages.
SPONS. AGENCY- Blandin Foundation, Grand Rapids, MN.; Annenberg Foundation, St. Davids, PA.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; Faculty Mobility; *Rural Schools; School Surveys; State Surveys; Suburban Schools; *Teacher Recruitment; Teacher Retirement; *Teacher Shortage; Urban Schools
IDENTIFIERS- *Minnesota

A survey of Minnesota principals examined shortages of high quality teachers in Minnesota, variations across subject areas and geographic regions of the state, and the particular difficulties of teacher recruitment in rural schools. Survey responses were received from 710 principals, including 396 in small rural schools. More than 90 percent of principals reported a serious shortage of strong teacher candidates in at least one curriculum area. There was not a shortage of strong candidates overall; the largest shortages were in math, science, special education for emotional/behavioral disorders, and industrial arts. There was also a shortage of teachers of color in urban, suburban, and rural schools. Rural schools were not significantly more likely to face teacher shortages, in general, but shortages in some subject areas varied by region and rurality/urbanicity. In 1997-98, 73 percent of the teachers leaving the profession left for reasons other than retirement, and principals were much more likely to describe the average teacher leaving the profession as effective or highly effective rather than ineffective. Projected retirements in math, physical science, and industrial arts will exacerbate an already bad situation, especially in rural areas. Recruitment and retention strategies used by districts are listed, as well as recommendations to state policymakers. (Contains 16 references, the survey questionnaire, and many figures and data tables.) (SV)

ED 460 808 RC 023 311

IDENTIFIERS- National Center for Research in Math Sciences Educ
This document consists of the first three years worth (9 issues) of the serial, NCRMSE Research Review: The Teaching and Learning of Mathematics. Each issue reviews the research of the National Center for Research in Mathematical Sciences Education (NCRMSE). Major articles appearing during this period (1991-1994) are as follows: "Perspectives on Assessment"; "A Study of Reform of Mathematics Education"; "Cognitively Guided Instruction"; "Reflective Practitioners Reform School Mathematics"; "The Teachers and Algebra Project"; "New Book Considers Domain of Rational Numbers"; "School-Welfare Reform and Teaching/Learning of Mathematics"; "What Gets Graded Is What Gets Valued"; "Geometry in the Primary Grades"; "Integrating Statistics into the School Curriculum"; and "Gender and Mathematics Education Research." (ASK)

ED 460 829 SE 061 932

Scientific American Frontiers Teaching Guides for Shows 801-805, October 1997-April 1998.
PUB DATE- 97
NOTE- 84p.; Underwritten by GTE Corporation. Series produced by The Chedd-Anglier Production Company with "Scientific American" magazine. Classroom materials produced by Media Management Services, Inc.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Caretakers; Aquariums; *Art; Creativity; Ecology; *Educational Television; Elementary Secondary Education; *Science and Society; Science Instruction; Technological Advancement; *Zoos
IDENTIFIERS- *Panama; Panama Canal; *Pseudoscience; Scandinavia; Smithsonian Institution
These teaching guides are meant to supplement the eighth season (1997-98) of the PBS Series "Scientific American Frontiers". Episode 801 is entitled "Expedition Panama: Science at the Smithsonian Tropical Research Institute" and the teaching guide contains information and activities on the ultrasonic communication of bats, communication among Panama's stingless bees, problems with the watershed of the Panama Canal, the role of leafcutter ants in the rainforest, and the impact Panama has had on the earth's climate and animals. The teaching guide for Episode 802, entitled "Beyond Science? Investigations into Pseudoscience," includes information and activities on dowsing to detect underground water, handwriting analysis, the debate over aliens landing at Roswell, New Mexico, perpetual motion and zero-point energy, and therapeutic touch. Episode 803 is entitled "Nordic Sagas: Science in Scandinavia" and features information and activities on Viking ships, the birth of an island from a volcano (Surtsey), the contamination of Lapland reindeer resulting from the Chernobyl disaster, studying genetics through Iceland's unique population, and the use of technology to enhance the lives of people with disabilities. Episode 804 is entitled "The Art of Science: Enhancing Creativity through Science and Technology" and contains information and activities on a 20th-century version of Ben Franklin's glass harmonica, the creation of a digital character for a speaking part, restoration of the Shaw Memorial, a robot programmed to conceive and create paintings, and an interactive opera performed by hyperinstruments. Episode 805 is entitled "The New Zoos: Enriching the Minds and Lives of Animals" and presents information and activities on polar bear enrichment at

the Central Asian Republics. Program titles include "Green Jewel of the Caspian," "The Arctic Frontier," "The Red Deserts," "The Celestial Mountains," "Siberia-The Frozen Forest," and "Born of Fire." (WRM)

ED 460 848 SE 062 681

Jones, Teri Crawford; Taragan, Barbara
Land of the Eagle. Nature. Teacher's Guide.
SPONS. AGENCY- American Gas Association, Arlington, VA. Educational Services.
PUB DATE- 93
NOTE- 17p.; Support also provided by Canon U.S.A., Inc. Videotape not available from ERIC. For other guides in this series, see SE 062 674-80.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; *Ecological Factors; *Ecology; Elementary Secondary Education; *Environmental Education; Foreign Countries; Geology; Habitats; North American History; Physical Environment; *Science Activities; Science and Society; Science Education; Scientific Concepts; Social Studies; *Water Resources; Wilderness; *Wildlife; World Views
IDENTIFIERS- Everglades; Grasslands; *Natural History; Nature (Television Series); *North America; Prairies

This curriculum guide was developed for use with public television's Nature series. The materials in the guide are designed to help students actively participate in the study and experience of nature. Students are encouraged to view the programs as naturalists would, observing animals in their habitats, noting their behavior, examining the environmental, economic, and political factors that affect their condition, and drawing conclusions. Each lesson in the Teacher's Resource Guide includes: (1) a "Program Overview" that presents background information and brief synopses of the program to be viewed; (2) "Before Viewing the Program" that familiarizes students with the program's subject and allows them to set purposes for viewing; and (3) "After Viewing the Program" that provides discussion questions to help students assess the main points of the program. Some lessons also contain: (i) "Objectives" that provide the teacher with measurement goals; (ii) "Vocabulary" that features definitions of unfamiliar words used in each program; and (iii) a "Naturalist's Guide" (student worksheet) to be duplicated and distributed to students. The programs highlighted in this guide examine the natural history of North America. Program titles include "The Great Encounter," "Conquering the Swamps," "Across the Sea of Grass," "The First and Last Frontier," "Confronting the Wilderness," "Into the Shining Mountains," "Living on the Edge," and "Searching for Paradise." (Contains 41 references.) (WRM)

ED 460 849 SE 062 728

Scientific American Frontiers Teaching Guides for Shows 901-905, October 1998-April 1999.
PUB DATE- 98
NOTE- 71p.; "Destination: Galapagos Islands" poster underwritten by GTE Corporation. Series produced by The Chedd-Angier Production Company with "Scientific American" magazine. Classroom materials produced by Media Management Services, Inc. Hosted by Alan Alda.
LANGUAGE- English

DESCRIPTORS- *Art Education; Artists; *Community Programs; Community Resources; *Cooperative Planning; *Cooperative Programs; Elementary Secondary Education; Human Resources; Program Development; *Rural Areas; *School Community Relationship

A strong rural arts project should be collaborative. Collaborative projects accommodate diverse needs and agendas, develop non-school project advocates, are sustained by and rely on several sources, and strengthen communities. Because local artists are accessible, have a special commitment to improving education in their communities, and understand community traditions, they should be involved in collaborative art endeavors. This handbook presents models and suggestions for creating collaborative local art education programs. The book's nine chapters each suggest a stage in the creative process. Guide Sheets throughout, summarize useful information. Chapter 1 lays out the organization of the book and provides a brief word glossary. Chapter 2 gives practical suggestions, with examples, about gathering ideas and people together. Chapter 3 indicates a number of ways to gather personal and institutional support and build a project network. Chapter 4 offers suggestions for an effective and inclusive process for planning and management. Chapter 5 explains that outcomes define what will happen as a result of the project. Some outcomes are clearly measurable, others will be harder to assess. Both types are important. Chapter 6 discusses budgeting and financing. Chapter 7 describes nine management procedures which can ensure a "Positive Experience." Chapter 8 deals with the ongoing processes of project management. Chapter 9 focuses on approaches to sharing the success of the project with students, parents, project planners, community members, and the general public. Each chapter concludes with brief recommendations for reading the chapter topic in greater detail. (MM)

ED 460 869 SO 025 832

Conniffe, Patricia
Norway: Charting a Course for the 21st Century. Teacher's Resource Guide.
SPONS. AGENCY- Royal Ministry of Foreign Affairs, Oslo (Norway).
PUB DATE- 94
NOTE- 11p.; Color poster may not reproduce adequately. Business Reply Card not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; *Cross Cultural Studies; Ecological Factors; *Environmental Education; Foreign Countries; *Global Education; Multicultural Education; Physical Environment; Secondary Education; Social Studies; World Affairs; *World Problems
IDENTIFIERS- *Norway

This teaching unit is designed to present the Norwegian viewpoint on the importance of participation in the global community. Through its national policies and the efforts of countless citizens, modern Norway is making an urgent statement to the global community about the best course to follow for the planet's safe future. This resource guide contains three student exercises to focus on the global environment: (1) "Forging Links for a Peaceful World"; (2) "Facing the Future Together"; and (3) "Rethinking the Value of 'Wealth.'" Follow-

(055)
DESCRIPTORS- *Cross Cultural Studies; Foreign Countries; *Foreign Policy; Global Education; International Programs; *International Relations; International Studies; *Mass Media; *Nationalism; Secondary Education; Social Studies

This booklet examines U.S. involvement with cultural diplomacy, emphasizing exchanges of persons and ideas that have lasting effects on relatively small numbers of people and information programs using the mass media to influence large numbers of people. Whereas the cultural exchange programs are internationalist in nature, promoting mutual and long term understanding between peoples, the information programs are in the nationalist tradition and are largely one way in direction and more political in thrust. Chapters include: (1) "Origins of U.S. Cultural and Informational Programs"; (2) "The Cold-War Struggle for the Minds of Men"; (3) "Conflicts and Conundrums"; and (4) "The Case for Cultural and Informational Programs." A set of discussion questions for classroom use and a 23-item reading list are included. (EH)

ED 460 892 SO 028 486

Lefort, R., Ed.
After Jomtien: Is Education for All on the Right Track?
PUB DATE- 92
NOTE- 25p.; Published monthly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Developing Nations; Elementary Secondary Education; *Environmental Education; *Females; Foreign Countries; Functional Literacy; *International Cooperation; *International Relations; Literacy Education; *Womens Studies
IDENTIFIERS- *UNESCO; *World Conference on Education For All

This issue contains a variety of articles related to international events and concerns. The focus article is entitled "Is Education For All on the Right Track?" and examines what has - and has not - happened since the 1990 World Conference on Education for All in Jomtien, Thailand. The assessment compares the goals of the conference with new approaches to their achievement with the efforts and accomplishments of individuals, countries, and the international community, especially in expanding access and opportunities for girls and women. Other articles related to the "Planet" section include: (1) "Environment: A User-Friendly Forest"; (2) "Communication: Africa's Communicators"; (3) "Education: The Language of Learning"; and (4) "Social and Human Science: Youth in Action." (EH)

ED 460 893 SO 028 509

Richards, Margaret
The Connecticut General Assembly: Teacher's Manual for Visitation Program of the Connecticut Consortium for Law and Citizenship Education, Inc.
SPONS. AGENCY- Connecticut Humanities Council, Middletown.
PUB DATE- 95
NOTE- 55p.; Appendices not included in ERIC version.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; Constitutional History; Governmental Structure; High Schools; *Law Related

DESCRIPTORS- *Civil Rights; Females; *Feminism; Higher Education; History Instruction; Political Issues; Primary Sources; Secondary Education; Social Studies; *United States History; *Voting; *Womens History
IDENTIFIERS- *Womens Rights Convention (Seneca Falls); Womens Suffrage

This volume provides documentation on the origin of the women's rights movement placing the documents in a context that aims to show the rationale that blocked women from achieving full equality. The volume contains 127 fully annotated documents presented in chronological order (with a few exceptions) beginning in 1632 with colonial laws regarding women and ending in 1972 when the Equal Rights Amendment written by Alice Paul was reintroduced. The volume is divided into three time periods: Part 1 "Prologue to Seneca Falls"; Part 2 "Seneca Falls: Demand for Women's Suffrage"; and Part 3 "Winning the Vote." It can help teachers integrate women and their history into the Colonial Period, Slavery, the Civil War, World War I, and World War II. Numerous student activities and supplementary worksheets are included throughout the volume. (BT)

ED 460 915 SO 031 080

Trainer, Richard
Circular Flows: A Teaching Plan.
PUB DATE- 99
NOTE- 38p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; *Financial Policy; *Government Role; High Schools; *Policy Formation; Social Studies
IDENTIFIERS- *Circular Flow Model; Economic Concepts; Federal Reserve System

The United States is a multi-trillion dollar economy that annually allocates a staggering amount of resources to produce a variety of goods and services for domestic and world consumption, and provides employment and income for millions of individuals. This lesson plan for social studies and economics teachers traces a series of interconnected economic and financial flows to explain the workings of the U.S. economy. The lesson plan model allows students to understand the effects of Federal Reserve monetary policy. This teaching plan is presented in three sections. Part 1 is the core and is presented in a double-column format (the left hand column provides a summary of background information, concepts, and definitions that are more fully explained in the right hand column). Part 2 contains questions and exercises to assure that the learning objectives are met. Part 3 contains three spirit duplicating masters of the circular flows model. Figures 1 and 2 show the six principal economic sectors in nine paired combinations that can be used as student classroom worksheets. Figure 3 depicts the full model with all the sectors connected with flow arrows. (BT)

ED 460 916 SO 033 299

Alton, Shelley; Bernstein-Potter, Gordon; Bohuchot, Aimee; Hott, Sheryl; Pisi, Frank
China: The Exchange of Goods and Ideas along the Silk Road. A Lesson for 7th Grade World History.
PUB DATE- 00

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Change; Educational Trends; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Teacher Education Programs; *Teacher Recruitment; Teacher Role; *Teachers; *Teaching Conditions
IDENTIFIERS- Professionalization of Teaching; *Recruiting New Teachers Inc; *Reform Efforts

This newsletter's central item is an essay on teaching as a profession and its condition in the midst of current trends and historical movements. It discusses teacher education, recent reform efforts to incorporate new understandings of teaching and learning in programs for prospective teachers, establishment of professional development schools, and other efforts that work from new ideas on the nature of teaching and the teacher's role. A discussion of school reform argues that regulations do not transform schools, but rather teachers in collaboration with administrators and parents do. A final section reviews policies to professionalize teaching by developing more rigorous preparation, licensing, and selection practice, and more effective professional development in exchange for fewer rules prescribing what is to be taught, when, and how. This section notes that professionalizing teaching may call for rethinking school structures and roles and reallocating educational dollars. A short article describes a teacher recruitment campaign, "Recruiting New Teachers, Inc." and their efforts through mass media that have attracted a well-educated and diverse slice of the population to teaching. A sidebar describes the work of the National Commission on Teaching and America's Future. (Includes an annotated NCREST publications list on authentic assessment and accountability, and restructuring; reprints series; and publications contributed to NCREST.) (JB)

ED 460 936 SP 036 350

Simpson, Christine
Jenny's ABC's: AIDS, Blood, and Children. A Guide for Adults To Read with Elementary Age Children.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Childrens Literature; *Communicable Diseases; Elementary Education; Health Education; Physical Health; Public Health
IDENTIFIERS- *Blood; *Sexually Transmitted Diseases

This guide, written in simple language appropriate for young children, uses a direct, conversational style to explain Acquired Immune Deficiency Syndrome (AIDS), how safely and comfortably to be with individuals who have AIDS, and how to avoid contracting the disease. The text is in the voice of an 11-year-old girl whose uncle died of AIDS. It emphasizes that people with AIDS are not to be feared and that AIDS is carried in the bloodstream and spread between individuals through direct contact with infected blood. The text deals with many practical issues of every day life related to AIDS prevention: it is not possible to see whether people have AIDS by looking at them; how to be safe with needles (no to "blood brother" rituals based on finger pricking, yes to a doctor's clean, sing-use needle); blood used in hospitals is tested and safe; and what to do when someone is bleeding and needs help. (JB)

ED 460 955 TM 029 092

Bierschenk, Inger
Discovery of Competence at the Edge of Literature and Society.
PUB DATE- 97
NOTE- 24p.; Sponsored by the Danish Research Councils. Prepared as collaboration project between the Copenhagen Competence Research Center, Psychological Centre, Psychological Laboratory, University of Copenhagen, Denmark and the Gymnasium of Spyken, Lund, Sweden. Related information will be presented at an International Conference on Quality of Life in Cities (Singapore, March, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Comprehension; Foreign Countries; *High School Students; High Schools; *Literature; *Social Environment; Social Structure; Tables (Data); Videotape Recordings
IDENTIFIERS- *Society; *Sweden

This article presents a competence-oriented experiment on the comprehension of ideas in modern literature. Comprehension is defined as being indicative of competence as opposed to qualification. Participants were 117 students from various educational programs in a Swedish gymnasium course on modern literature and society. Students were exposed to three videotaped projections of model societies on two occasions. They then responded to 15 propositions about the quality of life in the proposed societies using an instrument that measured competence of civilization through two factors, eigenvalues (F1) and visibility of social texture (F2). The model societies represent three dimensions of ideas connected to three scientific paradigms: affinity, structure, and process. These dimensions had been related and discussed in conjunction with the literary and cultural concepts of behaviorism, structuralism, and functionalism. Before the participants' second exposure to the video, they were given a recognition test in which they were asked to react to 15 ideas, each of which described an idea discussed. According to the analysis of variance there is a significant degree of difficulty in the ideas but no difference at all between the classes. The degree of difficulty was used to establish a superordinal scale that measures comprehension of ideas linked to the cultural dimensions of society. The values on the F1 and F2 competence factors were filtered through the values on the literary scale, making the dimensions of the model societies that describe degrees of competence apparent. These results show that literature is an instrument for perceiving the disparity of a society and for developing competence, provided that its basic idea is transparent. (Contains 6 tables, 3 figures, and 16 references.) (Author/SLD)

ED 460 956 TM 029 093

Bierschenk, Inger
Civil Depth Perception: An Experiment in Competence Development.
PUB DATE- 98
NOTE- 23p.; Sponsored by the Danish Research Councils. Prepared in the spring term of 1997 as a cooperative project between the Gymnasium of Spyken, Lund, Sweden and the University of Copenhagen, Denmark: Copenhagen Competence Research Center (CCRC) which is associated with the Psychological Laboratory.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

are developed collaboratively by the testing contractor and the Colorado Department of Education. Multiple choice questions are machine scored, and open-ended responses are scored by trained certified scorers. The performance levels, which were established by Colorado teachers from across the state, are described. The booklet also explains the consequences for schools of poor student achievement as well as implications of CSAP scores for the individual student. The second section of the pamphlet discusses partents' preparing a child to take the CSAP and stresses that the best preparation for the CSAP is to ensure that the child masters the Colorado Model Content Standards. (SLD)

ED 460 975 TM 033 651

Colorado Survey of 1st and 3rd Year Teachers and Their Administrators. Results of the Pilot Administration: November 2000.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Beginning Teachers; Elementary Secondary Education; Pilot Projects; Program Evaluation; Questionnaires; Research Design; Research Methodology; *Response Rates (Questionnaires); *State Standards; Teacher Education; *Teacher Surveys; *Teachers
IDENTIFIERS- *Colorado

This report summarizes the findings of the pilot administration of the Colorado Survey of first- and third-year teachers and their administrators. These surveys reflect the opinions of the teachers and administrators regarding the effectiveness of Colorado teacher preparation institutions in preparing teachers to meet performance-based standards. The pilot administration was designed to refine the survey and research techniques. The surveyed teachers were not educated under the new standards, and the results of this survey cannot be used to judge the current effectiveness of Colorado institutions of higher education in preparing teacher candidates to meet the new standards. A total of 2,142 surveys were sent to Colorado-prepared teachers who had completed their first or third years, and an equal number of surveys were sent to their supervisors. In all, 517 teachers and 975 administrators responded. Results are not reported from one teacher education institution from which there was a very low response rate. The Colorado Department of Education believes that the surveys generated a respectable overall response rate, although low rates of return from a few institutions, especially those that prepare fewer teachers, are a concern. Survey results also indicate that the methods used to analyze the data are both fair and effective, and that future administrations of the survey will result in valid program assessments. Results of this administration only yield information about the relative effectiveness of institution to each other, but it is expected that the survey will provide information about the effectiveness of institutions relative to the state's standards once the teachers surveyed have been prepared under those standards. Appendixes contain the teacher and administrator surveys. Attached to this report is a technical report on the survey that covers design and development and survey analysis in more detail. (Contains 15 tables.) (SLD)

"Abbott v. Burke, particularly "Abbott V" (1998) and "Abbott IV" (1997). "Abbott Opinion #3" was designed to assist district administrators, teachers, community organizations, parents, and others in planning their curriculum, budget, and facilities--including their early childhood education plans and Five-Year Facilities Management plans--under "Abbott." The fourth "Abbott Opinion" reflects on thorough reading and careful analysis of the Supreme Court's rulings on supplemental programs in middle and high schools. "Abbott Opinion #5" discusses the requirements for planning programs and budgets in Abbott schools and analyzes the Supreme Court's rulings on this subject. (SLD)

ED 460 993 UD 032 816

Pearce, Kasey
No Standing: Young People and Community Space Project Research Report.
PUB DATE- 97
NOTE- 89p.; Produced with the assistance of the New South Wales Cabinet Office.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Community Characteristics; Community Planning; Conflict; Foreign Countries; *Leisure Time; *Recreational Activities; *Urban Youth; *Young Adults
IDENTIFIERS- *Australia (New South Wales); *Shopping Centers

The Young People and Community Space Project documents the ways in which young people (aged 12 through 24 years) in New South Wales (Australia) use community space and explores ways in which conflicts in the use of community space can be addressed. Community space, for purposes of the study, includes privately owned places such as shopping centers where young people often congregate. This document upholds that it is important that individuals receive education and training to make them more sensitive to the needs of young people and the issues facing them. Part 1 of this report summarizes case study from three local government areas into a number of principles and recommendations. Part 2 outlines the consultation process and the issues associated with young people's use of community space. Part 3 examines the academic literature relevant to the use of community space by young people. Findings suggest that community space represents, for many young people, a place to express themselves without close parental or adult control at little or no cost. It is important for socializing and relaxation. Young people are more likely to use community space in disadvantaged areas where fewer other facilities are available. Conflicts arise when managers of shopping centers and other community areas think that young people are not making appropriate use of the space. A review of options to improve these problems leads to the suggestion that an approach in which all young people are viewed as legitimate members of the community holds the greatest promise for addressing issues associated with the use young people make of community space. Some specific recommendations are made for local and urban planning. Appendixes contain statistical information on the case study areas, a list of those consulted, and the interview questions. (Contains 6 tables and 45 references.) (SLD)

ED 460 994 UD 032 915

Ventura, Stephanie J.; Mathews, T. J.; Curtin, Sally C.

IDENTIFIERS- Child Mortality; Indicators; *Tennessee

Based on the view that the tax structure in Tennessee is inadequate and produces chronic problems, especially for the state's children, this Kids Count report identifies unmet education, health care, and resource needs of the children in Tennessee. Following introductory remarks discussing the current tax structure and state spending, Section 1 of the report presents Tennessee rates and ranks nationwide for the following indicators of child well-being: (1) low birthweight infants; (2) infant mortality; (3) child deaths; (4) teen deaths by accident, homicide, and suicide; (5) teen births; (6) children with parents lacking full-time, year-round employment; (7) high school dropout rates; and (8) children living in poverty. For selected indicators, the reduction required for the state as a whole and each county to reach the highest ranked state and to reach the national average is listed in tables. Section 2 details unmet education and training needs, including needs related to early childhood education, elementary and secondary education, and higher education, as well as an industrial recruiter's view regarding education, and information on Tennessee households owning a computer and the use of educational technology. Section 3 delineates unmet health needs, focusing on the impact of the state's child health insurance program and the physical health of Tennessee's children. Section 4 addresses unmet resource needs, highlighting the problem of income and poverty in the state, Tennessee's economic deficit, and the statewide debate regarding tax reform. Section 5 compares selected indicators in Tennessee with those for other states nationwide, asserts that insufficient revenue makes it difficult to provide even a basic level of adequate services for the state's children, and concludes that the state's economic well-being and the future of its children depend on Tennessee doing better. (Contains 55 references.) (KB)

ED 460 773 PS 030 019

Gantcheva, Roumiana; Kolev, Alexandre
Children in Bulgaria: Growing Impoverishment and Unequal Opportunities. Innocenti Working Papers.
PUB DATE- 01
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Births to Single Women; *Child Health; *Child Welfare; *Children; Childrens Rights; Developing Nations; Early Parenthood; *Education; Foreign Countries; Institutionalized Persons; *Poverty; Public Policy; Social Indicators; *Well Being
IDENTIFIERS- *Bulgaria; Indicators

Many investigations of children's rights and child development in Bulgaria have not addressed the overall deterioration of the social environment that may have disproportionately affected children. This paper investigates the changes that occurred in Bulgaria over the past decade of transition from a totalitarian government to a democracy in three dimensions of child welfare recognized as fundamental child rights: economic well-being, health, and education. The analysis of child welfare relies primarily on statistical data gathered annually. The paper also focuses on particularly vulnerable groups of children, those born of teenage and single mothers and those living in institutions. Findings indicate that the decline in real income

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Internet; Learning Activities; Multilingual Materials; Parent Child Relationship; Parent Materials; *Parents as Teachers; *World Wide Web
IDENTIFIERS- Arthur (Television Series); Family Activities; Home Computers

Noting that children need help in learning to use wisely the computer and the Internet, this booklet, in English and Spanish versions, uses the characters from the public television program "Arthur" to suggest activities for parents to use with their children. The booklet begins with a read-aloud story about using computer games and the Internet at home and school and includes questions for discussion. Basic information is also presented about the Internet, the World Wide Web, electronic mail, and bookmarking web sites. The booklet describes activities available on the "Arthur" web site and contains comments from parents and children about the site. An activity to practice using a search engine is included. The booklet concludes with tips for using the Internet, including parents using the web with their children, talking about advertisements on the web, discussing accuracy of information available on the web, placing the home computer in a family "public" area, limiting screen time, bookmarking sites appropriate for children, and teaching children basic safety rules. (KB)

ED 460 791 RC 021 571

Schleich, Ley, Ed.
Adolescent Health Research Updates: Supplement to the Adolescent Health Plan, Numbers 1-6, December 1996-November 1997.
PUB DATE- 97
NOTE- 46p.; Supplements to "Alaska's Adolescents: A Plan for the Future", ED 415 043. Prepared by the Alaska Adolescent Health Advisory Committee and published by the Alaska Department of Health and Social Services, Division of Public Health, Section of Maternal, Child, and Family Health.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accidents; *Adolescents; Child Behavior; Child Health; Child Welfare; Elementary Secondary Education; *Injuries; *Mentors; *Peer Teaching; Program Effectiveness; *School Health Services; *Sex Education; Television Viewing
IDENTIFIERS- *Alaska

This document contains the first six research updates to "Alaska's Adolescents: A Plan for the Future," a comprehensive 1994 report on adolescent health issues prepared by the multiagency Alaska Adolescent Health Advisory Committee. "The Media and Adolescent Health: Television's Impact on Certain Teen Behaviors" (Elizabeth Hatton) examines the influence of television and other media on child and adolescent behaviors related to violence, sexuality, smoking, and drinking and on youth obesity, creativity, and consumerism. "Unintentional Injury among Adolescents" (Elizabeth Hatton) provides U.S. and Alaska data on unintentional teenage injuries and deaths

Thorson, Gregory R.; Edmondson, Jacqueline
Making Difficult Times Worse: The Impact of Per Pupil Funding Formulas on Rural Minnesota Schools.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Equity (Finance); Elementary Secondary Education; *Expenditure per Student; Rural Schools; School Funds; School Size; *Small Schools; *State Aid
IDENTIFIERS- *Funding Formulas; *Minnesota

This report examines educational expenditures for all Minnesota public schools for the 1997-98 school year and finds that the cost of educating children in smaller schools was higher than in larger schools. Empirical evidence is presented to demonstrate that a more precise relationship between enrollment and expenditures is log-linear, rather than linear. The current formula for funding schools produces inequities that are detrimental to small rural schools. The current budget categories in the funding of Minnesota's public schools are reviewed, and introduction of a new category is recommended to supplement the existing operating sparsity category. A formula is developed that compensates smaller schools for the higher costs related to lower enrollments, and the additional costs to the state of the new budget category are estimated. It is estimated that the combined operating sparsity and the new "small school revenue" categories will represent just over 0.6 percent of total spending on education in Minnesota. Arguments are offered against consolidation as an answer to the problem. An appendix lists proposed small school revenue for all K-12 school districts in Minnesota. (Contains 15 references.) (Author/SV)

ED 460 809 RC 023 320

Beaulieu, Lionel J.; Barfield, Melissa
Human Capital Endowments and Labor Force Experiences of Southerners: A Ten-Year Perspective. SRDC Series.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; *Educational Attainment; Educational Needs; *Employment Patterns; High Schools; Higher Education; Human Capital; Job Training; Labor Force; Minority Groups; Quality of Working Life; *Rural Urban Differences; *Sex Differences
IDENTIFIERS- High School and Beyond (NCES); *United States (South)

This study examines the link between human capital endowments of Southern workers and their labor force experiences over time. Using a national longitudinal survey, the experiences of 4,566 individuals who left high school in 1982 were traced through 1992. Findings show similar patterns of educational attainment between women and men, but African Americans lagged behind Hispanics and Whites with regard to postsecondary education. Educational attainment was linked to family size and parental education levels. Those with greater levels of education were better positioned to improve their labor market sector employment over time. Employment security and chances of securing higher wages were clearly linked to education. Persons with the least amount of education were the most likely to the San Diego Zoo, the study of orangutan psychology at Toronto's Metro Zoo, the medical center at the New England Aquarium, high-tech tracking of giant bluefin tuna, captive breeding programs, and a jungle boot camp for golden lion tamarins. (WRM)

ED 460 830 SE 061 935

Scientific American Frontiers Teaching Guides for Shows 701-705, October 1996-April 1997.
PUB DATE- 96
NOTE- 81p.; Hosted by Alan Alda. Underwritten by GTE Corporation. Series produced by The Chedd-Anglier Production Company with "Scientific American" magazine. Classroom materials produced by Media Management Services, Inc.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Artificial Intelligence; Biomechanics; *Brain Hemisphere Functions; Cognitive Processes; *Educational Television; Elementary Secondary Education; *Robotics; *Science and Society; Science Instruction; Technological Advancement
IDENTIFIERS- Massachusetts Institute of Technology; Scientific American Frontiers; *South Africa

These teaching guides are meant to supplement the seventh season (1996-97) of the PBS Series "Scientific American Frontiers". Episode 701 is entitled "Inventing the Future: A Tour of the MIT Media Lab" and the teaching guide contains information and activities on a virtual pet dog, computers of the future, a smart car designed to prevent accidents, wearable computers, and an interactive opera using hyperinstruments. The teaching guide for Episode 702, entitled "Science Safari: A Scientific Expedition through South Africa", includes information and activities on controlling malaria, hominid fossils found in South Africa, a 16th-century royal burial site, wildlife management in South African nature parks, and attempts to save wild plants from extinction. Episode 703 is entitled "Pieces of Mind: Inside the Human Brain" and features information and activities on split-brain patients, the emotional aspects of memory, false memory, REM sleep, and language learning. Episode 704 is entitled "Going to Extremes: Testing Nature's Limits" and contains information and activities on funnel web spiders, the physiology of mountain sickness, the biomechanics and physiology of the cheetah and the pronghorn antelope, frogs and fish that survive extremely cold temperatures, and new ocean species discovered by the Monterey Bay Aquarium Research Institute. Episode 705 is entitled "Robots Alive! Robots with Minds of Their Own" and presents information and activities on robots that navigate mazes and clean tennis courts, a van that drives itself, teaching a robot to walk on two legs, the attempt to create artificial intelligence, and the Aerial Robotics Competition. (WRM)

ED 460 831 SE 061 980

Mason, Cherie; Markowsky, Judy Kellogg
Everybody's Somebody's Lunch: The Roles of Predator and Prey in Nature. Teacher's Guide and Student Text .
PUB DATE- 98
NOTE- 40p.; Illustrations by Gustav Moore and Rosemary Giebfried.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; Biological Sciences; Communication (Thought Transfer); Earth Science; Ecology; *Educational Television; Elementary Secondary Education; Environmental Education; Foreign Countries; Physical Sciences; *Science Activities; *Science and Society; Science Instruction; *Space Exploration; Technology
IDENTIFIERS- Caribbean; *Mars (Planet); Scientific American Frontiers; *Spiders

These teaching guides are intended to supplement the shows of the ninth season (1998-99) of the PBS Television Series "Scientific American Frontiers." Episode 901 is entitled "Science in Paradise: Another Side of the Caribbean." The teaching guide contains information and activities on hawksbill turtles, volcanic eruptions, playing the steel pan, the world's largest radio telescope, and sea fans--a dying species of soft coral. Episode 902 is entitled "Journey to Mars: Getting There--and Back." The teaching guide includes information and activities on the Martian atmosphere, the possibility of ancient life on Mars, and various aspects of interplanetary exploration and space travel technology. Episode 903 is entitled "Animal Einsteins: How Smart Are They?" The teaching guide features information and activities on communicating with animals through sign language, the connection between language and thought, monkeys and chimpanzees with simple mathematical abilities, problem-solving ravens and tamarins, assessing animal intelligence, and communication between chimps and monkeys. Episode 904 is entitled "Life's Little Questions--and Some Very Big Answers." The teaching guide contains information and activities on hot peppers, insect aerodynamics, jet lags, traffic jams, and materials science. Episode 905 is entitled "Spiders!" The teaching guide contains information and activities on how spiders spin webs, spider strategies for outwitting enemies, the evolution of a new spider species, spider colonies, and arachnophobia. Each lesson topic is matched to the relevant national science education standards. (WRM)

ED 460 850 SE 062 736

This Is Challenger Center...Changing the Way Teachers Teach and Students Learn. Information Packet .
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Integrated Activities; Light; Physical Sciences; Science and Society; Science Curriculum; *Simulation; *Space Exploration; *Space Sciences; Teacher Education; Teacher Workshops; Teaching Methods; Technology Education
IDENTIFIERS- *Challenger Center for Space Science Education

The Challenger Center for Space Science Education is a not-for-profit educational organization founded in 1986 following the Challenger 51-L space shuttle tragedy. This packet contains a variety of separate sheets and brochures providing information about the activities of the Challenger Center. Challenger Learning Centers provide hands-on, realistic space flight simulations for students and teachers. The Center also conducts teacher workshops on a regular basis, and produces science up exercises and a reference list are also included. (EH)

ED 460 870 SO 025 833

Life in Japan: A Culture Studies Unit for Grades 7-9. Today's Japan.
SPONS. AGENCY- Japan Foundation, New York, NY.
PUB DATE- 94
NOTE- 12p.; Support provided by the Japan Foundation Center for Global Partnership. Color poster may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Asian Studies; *Cross Cultural Studies; Cultural Awareness; Cultural Differences; Cultural Education; *Cultural Pluralism; Culture; Ethnic Studies; Foreign Countries; *Global Education; Junior High Schools; *Multicultural Education; Non Western Civilization; Social Studies
IDENTIFIERS- *Japan

This unit's multidisciplinary approach is well-suited to students in grades 7 through 9. "Life in Japan" is a unit of "Today's Japan": Learning Environment's three level series on Japanese culture. This resource is designed to help teachers with this effort. The program was developed in consultation with classroom teachers by a team of editors, writers, and designers active in U.S. educational publishing. This resource unit is designed to help teenagers gain a better understanding of Japanese people in the 1990s and the unique and dynamic culture that shapes their lives. Students will read an article on "Life in Japan" and learn of schooling of students their own age. Three lessons form the basis of the unit: (1) "Where the Japanese People Live"; (2) "Education for Democracy"; and (3) "What Some Japanese Writers Say." Additional resources are listed for future reference. (EH)

ED 460 871 SO 025 927

The Major Project of Education in Latin America and the Caribbean: Bulletin 37.
PUB DATE- 95
NOTE- 91p.; Publication of this Bulletin made possible by the voluntary contribution of the Spanish government. Published three times per year. Available in Spanish and English.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Community Development; Community Resources; *Developing Nations; Distance Education; *Economic Development; *Educational Change; *Educational Development; Educational Improvement; Elementary Secondary Education; Foreign Countries; Higher Education; Human Resources; Information Sources; Latin American Culture; *Latin American History; Latin Americans; Online Systems; Teacher Education
IDENTIFIERS- Guatemala; Uruguay

This bulletin reports on educational reform efforts in specific Latin American countries and calls for policy makers to utilize research findings on education in their decision. Five articles are included: (1) "Education Reform in Latin America and the Caribbean: An Agenda for Action" (Ernesto Schiefelbein); (2) "Uruguayan High School Graduates: Who Are They, What Did They

Education; Political Science; Social Studies; State History; Teaching Guides; United States History
IDENTIFIERS- *Connecticut

This program is intended for easy incorporation into curricula on U.S. history, state and local government, or contemporary issues and events. The objective is for high school students to gain direct exposure to the workings of the Connecticut state legislature and the decision-making process. The teacher's manual contains an introduction, a guide for teachers, and seven sections, including: (1) "Introduction to the Connecticut General Assembly"; (2) "Getting Elected to be a Lawmaker"; (3) "Organizing for the Business of Lawmaking"; (4) "The Process of Lawmaking"; (5) "Do You Think There Ought to be a Law?"; (6) "Exploring Careers at the General Assembly"; and (7) "A Final Word: Senator Kevin Sullivan." (EH)

ED 460 894 SO 028 596

Social Studies 33 Diploma Examination Results. Examiners' Report for January 1997.
PUB DATE- 97
NOTE- 10p.; For the Social Studies 30 Exam Results, see ED 423 181.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Comparative Education; *Educational Testing; Evaluation; Foreign Countries; Grade 12; High Schools; *Social Studies; *State Regulation; *State Standards; *Student Evaluation; *Test Content; Testing; Tests
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This report provides teachers, school administrators, students, and the general public with a summarized overview of results from the January 1997 administration of the Social Studies 33 Diploma Examination. The summary is divided into: (1) description of the examination; (2) achievement of standards; (3) provincial averages; (4) multiple-choice questions with analysis of difficulty, examiners' comments, and a breakdown of certain questions and responses; and (5) writing assignments analyses with examiners' comments on the students' responses to the four types of questions. (EH)

ED 460 895 SO 028 599

Remick, Scott; Cook, Cathy
Klondike Gold Rush, 1897-98: An Educator's Guide to America's "Last Grand Adventure."
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 97
NOTE- 36p.; Photographs may not reproduce clearly. Printed through grant by the C.C. Silson Company, Seattle, WA. Funded through the National Park Service's Parks as Classrooms program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Instructional Materials; Junior High Schools; *Local History; Modern History; *Primary Sources; Social Studies; *State History; Teaching Guides; *United States History
IDENTIFIERS- *Alaska; *Klondike Gold Rush

NOTE- 10p.; Part of the Ancient Roots-Modern States ORIAS Summer Institute for Teachers (Berkeley, CA, July 31-August 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Chinese Culture; *Curriculum Development; Foreign Countries; Grade 7; Junior High Schools; Non Western Civilization; Social Studies; Student Educational Objectives; *World History
IDENTIFIERS- *China; Ideas; *Silk Road; Trade Routes

This lesson plan focuses on China's Silk Road (300 B.C.-1300 A.D.), specifically the exchange of goods and ideas along its route. The lesson consists of four activities: (1) "Geography"; (2) "Matrix"; (3) "Advertisement"; and (4) "Oral Presentation." The lesson presents goals, provides background, and outlines the context of the lesson. It cites standards, suggests the scope of lessons in the unit, and lists materials needed. The activities are set forth step-by-step for the teacher to implement, and homework and assessment measures are suggested. (BT)

ED 460 917 SO 033 300

Dunlap, Mike
Conflicting Concepts of Human Rights: China vs. the West.
PUB DATE- 00
NOTE- 10p.; Part of the Ancient Roots-Modern States ORIAS Summer Institute for Teachers (Berkeley, CA, July 31-August 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Chinese Culture; *Civil Liberties; *Conflict; *Curriculum Development; Foreign Countries; Grade 10; High Schools; *International Relations; Non Western Civilization; Social Studies; Student Educational Objectives
IDENTIFIERS- *China

This lesson was developed to be one of three or four similar components of a projected final unit entitled "Understanding Contemporary International Conflicts in the Light of the Past" in a 10th grade world cultures class. The lesson examines how cultural differences contribute to international conflicts. It presents an objective, cites student skills, and suggests mode of participation (8 to 12 students organized into two equal groups). Activities in the lesson are outlined for both groups, and an essay is assigned to complete the lesson. Three student readings are attached. (BT)

ED 460 918 SO 033 302

Gilgamesh: He Who Saw All.
PUB DATE- 00
NOTE- 15p.; Part of History through Literature in the 6th/7th Grade Core Curriculum Fall 1999 and Spring 2000 Institute.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Curriculum Development; Curriculum Enrichment; Foreign Countries; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Middle Schools; Social Studies; *World Literature
IDENTIFIERS- Babylonia (Sumer); *Gilgamesh

ED 460 937 SP 036 815

Gordon, Rick
Teachers, Teams,...and Their Students.
PUB DATE- 96
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Environment; Feedback; Middle Schools; Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Characteristics; *Teacher Collaboration; Teacher Effectiveness; Teacher Influence; Teacher Student Relationship; Teachers; Teaching Methods; Teaching Styles; *Team Teaching
IDENTIFIERS- *Teacher Preferences; *Teacher Satisfaction

This paper reports on research to determine how a school's organizational conditions and conception of teaming relate to teachers' sentiments about their work. The study proposes that people shape their beliefs and actions in concert with the structures around them. Study participants were 42 teachers at four suburban middle schools that had adopted team teaching principles. For those in the best functioning teams, collegial work seemed to provide professional and emotional support which helped solve recurring problems faced by teachers by recognizing the common nature of the problems, sharing in solutions, acknowledging their limitations, and working toward changes to improve their practice. For teachers, good colleagues shared common goals for students, had complementary skills, and shared ideas. For individualists, there was greater emphasis on traits which allowed them to work independently, demonstrating competence in their own area and not interfering with others. While teaming demonstrated important results for those on the most effective teams, for many teachers on less effective teams, this organizational change had limited benefits and was sometimes seen as an unwelcome distraction. Finally, results are compared with earlier research on teacher isolation by Dan Lortie. Survey questions are included in appendix. (Contains 30 references.) (ND)

ED 460 938 SP 038 067

Coombs-Richardson, Rita; Rivers, Eileen S.
Collaborating for Change: Building Partnerships among Teachers.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (53rd, San Antonio, TX, March 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Communication Skills; Cooperation; Educational Change; Elementary Secondary Education; *Interpersonal Communication; Interpersonal Competence; Participative Decision Making; *Partnerships in Education; *Teacher Collaboration; Teachers; Teamwork
IDENTIFIERS- Johari Window Model; Personality Types; *Self Awareness

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Comprehension; Foreign Countries; *High School Students; High Schools; *Literature; *Social Environment; Social Structure; Videotape Recordings
IDENTIFIERS- *Society; *Sweden

This article focuses on the perception of the surface and deep dimensions of a society and its relation to competence. Participants were 117 students from various educational programs in a Swedish gymnasium who were exposed to videotaped projections of model societies on 2 occasions. They responded to 15 statements marking the degree of certainty with which they perceived quality of life in these societies. The instrument measured life quality (LQ) in a society by two factors, Eigenvalue (F1) and Visibility of Social Texture (F2). The model societies were based on three modes of modeling man interacting with his society, specifically on the concepts of: (1) behaviorism; (2) structuralism; and (3) process. The function of these concepts had been made to specify an actual society, namely Sweden. It was assumed that Sweden was familiar to the participants, but conceptually unknown. Between the two video occasions students were given a 9-week course in modern ideas and concepts, especially those from 20th century novels that connect to the three models. The certainty with which the students perceived the Eigenvalue and its conservation in Social Texture in the four societies differed significantly from the first to the second occasion. The first time, the only society that meets the requirements is the society based on behavior modification, while the other three seem unspecified to all the students. The second time there is a dramatic change in that Sweden now was assessed with the highest certainty, and secondly that is was conceptualized mainly by the behaviorist model. The study shows that the students have augmented their conceptual understanding of the dimensionality of a society and have come to "know" the society in which they live. (Contains 1 table, 4 figures, and 25 references.) (SLD)

ED 460 957 TM 029 583

Education, Section J. Extracted from the 1998 New York State Statistical Yearbook. 23rd Edition.
PUB DATE- 98
NOTE- 43p.; In its: New York State Statistical Yearbook, 23rd Edition, p323-363, 1998. For the 1996 section on education, see ED 407 432.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Archives; Broadcast Television; College Students; Degrees (Academic); Dropouts; Educational Attainment; *Educational Finance; *Elementary Secondary Education; *Enrollment; Fine Arts; High School Graduates; *Higher Education; Libraries; Private Schools; Public Schools; Scholarships; *School Statistics; Student Loan Programs; Tables (Data); Tuition Grants; Yearbooks
IDENTIFIERS- *New York

The 41 tables from the Section of the "Statistical Yearbook" describe the condition of education in New York state in the 1990s and provide information that allows comparisons with early years and with other states. In 1996, the year of latest data, New York's elementary and secondary schools served 3,290,150 students, and 995,885 students were enrolled in the state's institutions of higher education. Tables are grouped into the following categories: (1) fall enrollments in public and nonpublic elementary and secondary schools; (2) public

ED 460 976 TM 033 652

Implementing Education Reform: Strategies Used by States, Districts, and Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; *Educational Change; Elementary Secondary Education; Interviews; *School Districts; Schools; *State Programs
IDENTIFIERS- Curriculum Alignment; *Reform Efforts; Regional Educational Laboratories

There are lessons to be learned from the reform initiatives that states, school districts, and schools have undertaken to date. To investigate these lessons, a collaborative 3-phase study was undertaken in 1998-2000 by a group of researchers associated with the 10 regional educational laboratories funded by the U.S. Department of Education. In the first phase of the study, researchers interviewed individuals from all 50 states and the District of Columbia. Findings from the more than 100 interviews show that states are aligning state assessment and accountability programs, focusing on instruction and professional development, working to involve all constituencies in the development and review of state standards, and reviewing state education reform policies and progress. Findings from case studies of 16 school districts involved in reform show that district-level reform efforts are focused on aligning district curriculum, instruction, and assessment to standards, while working to build the capacity of district staff, fostering relations with district stakeholders, and attending to the allocation of district resources. For the third phase of the study, 18 schools were selected that were recommended by district personnel as making significant progress toward reform goals. At the school level, lessons to be learned include the importance of approaching school reform systematically, creating collaborative school cultures, maintaining constant leadership, and monitoring student learning for school improvement. When all findings are examined, it becomes apparent that the implementation of education reform requires tremendous attention, activity, resources, and coordination across all levels of the system. (SLD)

ED 460 977 TM 033 653

Chambers, Lyn; Dean, Ceri
Noteworthy Perspectives on Implementing Standards-Based Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 55p.; Jan Stapleman was contributing writer. Barbara Gaddy and Andrea Jachman were editors. Vicki Urquhart and Peggy Gonder were contributing editors.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; Program Implementation; *Teacher Attitudes; Teacher Education; Teacher Role; *Teachers
IDENTIFIERS- *Reform Efforts

As states have initiated educational reforms founded on standards-

Declines in Teenage Birth Rates, 1991-97: National and State Patterns.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Birth Rate; Early Parenthood; Ethnic Groups; Racial Differences; Tables (Data); Trend Analysis; *Urban Youth

This report presents data on the numbers of teenage births and teenage birth rates for the United States for the period 1950-97 and state-specific birth rates for teenagers for 1991-96. After increasing sharply in the late 1980s, birth rates declined for American teenagers from 1991 through 1997. Rates fell overall by 16% for teenagers aged 15-17 years and by 11% for teenagers aged 18-19 years. Declines were reported for all race and ethnic origin groups, with the largest declines found for black teenagers, especially those aged 15-17 years. Particularly noteworthy has been the 21% decline in the rate of second birth for teenagers who have had one child. While teenage birth rates vary considerably by state, rates fell in all states in the 1990s, with nearly all declines statistically significant. Rates for black and non-Hispanic teenagers dropped in most states from 1991 to 1996, and the proportion of second and higher order births among all teenage births declined substantially in most states. (Contains 7 tables, 7 figures, and 23 references.) (Author/SLD)

ED 460 995 UD 032 918

Place Based Assistance Tools: Networking and Resident Surveys.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Community Development; Community Programs; Computer Centers; *Delivery Systems; *Needs Assessment; Networks; Older Adults; Program Development; Program Implementation; Spanish; *Surveys; Urban Areas
IDENTIFIERS- *Networking

"Place-based assistance" is not a new concept. Asking what people want and finding ways to give it to them sounds simplistic, but it can result in "win-win" solutions in which everyone involved benefits. This document is a guide to using networking and surveys of residents to determine community needs. Some case studies show networking and surveys in action in creating computer centers, developing programs for a complex for the elderly, and establishing services and programs in another residence for the elderly. For example, residents in one community felt it was absolutely necessary to expose their children to computers, they could not afford to get computers themselves, and the schools were not doing it. Forty percent of adult residents have less than a high school education, i.e., do not have a high school diploma. The computer center was developed here in 6 months, holding a total of 11 computers and has proven to be overwhelmingly popular from the community's children to elderly. Similarly, the Fellowship Computer Center of New Haven, Connecticut was developed for individuals with psychiatric or substance abuse problems. Computers, scanners, printers, and color printers were donated and purchased;

over the past decade has been large for all family types and particularly severe for families with several children. The deterioration in child economic well-being has been accompanied by a worsening in indicators of children's health, including infant mortality and child morbidity. The preschool enrollment rate has almost reached its pre-transition level in the late 1990s. Although the teen fertility rate fell in the 1990s, it is still high, and the share of births to unmarried mothers has risen dramatically. The rate of placement in infant homes and orphanages increased during the transition at the same time that living conditions in these institutions deteriorated sharply. The paper concludes with recommendations for public policy. (Contains 23 figures, 14 appended tables, and 63 references.) (KB)

ED 460 774 PS 030 027

Ready To Learn: A Guide for State Agencies Doing School-Based Outreach for MEDICAID and SCHIP.
PUB DATE- 00
NOTE- 25p.; Funded by the Health Care Financing Administration (DHHS), Baltimore, MD. Other partners were Departments of Health and Human Services, Education, and Agriculture.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Child Health; *Children; *Health Insurance; *Outreach Programs; Partnerships in Education; Program Descriptions; Program Improvement; *State Programs
IDENTIFIERS- Access to Health Care; *Childrens Health Insurance Program; *Medicaid

This instructional school-based outreach guide is designed to help state Medicaid and state Child Health Insurance Program (SCHIP) agencies to initiate and sustain school-based outreach targeted to children potentially eligible for enrollment in Medicaid and SCHIP programs. Based on a review of state best practices undertaken by the U.S. Departments of Education, Agriculture, and Health and Human Services, the guide provides recommendations for maximizing school-based enrollment in the insurance programs that give children access to health care. The guide's introduction describes the population of uninsured children and details reasons for lacking insurance and for not enrolling for Medicaid. The second section of the guide discusses why schools are the best conduit to the uninsured, noting that schools are among the most trusted messengers in the society, supply a range of valuable services and supports outside of formal education to the residents of their communities, and are already working with community partners involved in health-related activities. This section also notes that schools are already burdened with responsibilities and that they must receive significant support from partnering state agencies. The third section of the guide includes several suggestions for and examples of ways that states have supported successful school-based outreach. These efforts include those related to streamlining the application form and process, providing funding and in-kind support to help schools already stretched beyond their means, and supporting outreach through communication, data-tracking, and evaluation. Specific strategies to increase success include piggy-backing opportunities for enrollment to applying for free and reduced related to bicycles and motor vehicles, drowning, and firearms. "Mentoring Programs" (Ley Schleich) discusses elements of successful mentoring programs related to program planning, the mentor-mentee relationship, and program infrastructure. "Sexuality Education Program Effectiveness" (Mary O'Bryan) describes various approaches to sex education and the success of certain strategies in reducing sexual risk-taking behavior. "School-Based Health Centers" (Elizabeth Hatton) examines components of school-based health centers; the extent to which they work in relation to access, pregnancy prevention, student health status, academic performance, and substance abuse prevention; and the need for more centers in Alaska. "Peer Education Programs" (Tammy Green) describes elements of effective peer education programs. (Contains references.) (SV)

ED 460 792 RC 021 622

Roy, Lorlene, Comp.
Pathfinders for Four Directions: An Indigenous Educational Model.
PUB DATE- 97
NOTE- 464p.; For topical bibliographic sections, see RC 021 623-627.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; Annotated Bibliographies; Career Counseling; College Preparation; Culturally Relevant Education; *Curriculum Development; Educational Technology; Elementary Secondary Education; Higher Education; *Information Sources; *Internet; *Search Strategies

The Four Directions Project, administered by the Pueblo of Laguna Department of Education, is a 5-year federally-funded technology innovation grant that aims to help Native people and their educators develop culturally relevant curricula through technology. This report includes the full text of 45 "pathfinders" designed by students in the Graduate School of Library and Information Science at the University of Texas at Austin. Developed in response to specific client requests, the pathfinders provide Four Directions partners (educators, students, and community members at 19 reservation schools) with a process for locating information sources, particularly on the Internet, that would be useful in accomplishing local curricular goals. The 45 pathfinders are categorized in 5 topical sections: career counseling resources, Internet technology resources, curricular and instructional technology resources, cultural themes, and Native American cultural groups. Each pathfinder includes an introduction that describes the nature of the topic, the scope of the pathfinder, and the steps taken in identifying and evaluating relevant resources; an annotated bibliography of 15-25 resources, including print references, indexes, journal titles, electronic resources, and organizations; and the pathfinder proper, a guide to locating resources on the topic. The introduction to this report provides background on the Four Directions Project and on the construction of the pathfinders. (SV)

ED 460 793 RC 021 623

Roy, Lorlene, Ed.

receive some type of job training. Overall, participants were relatively satisfied with their jobs, regardless of educational attainment. Regardless of race or ethnicity, the best educated females were less likely than the best educated males to capture primary labor market jobs. College-educated Hispanic males experienced the greatest success in securing primary labor market jobs, while college-educated African American and White males showed similar patterns of engagement in primary labor market jobs. Suburban areas provided the best hope for persons with limited education, high school graduates, and those with certificate or associate degrees to secure good jobs, while rural places held their own in terms of providing the best educated residents good jobs. The South Atlantic region offered the best climate for high school graduates and those with certificate or associates degrees to find jobs in the lower tier of the primary labor market, and for college graduates to get a job in the highest tier of the primary labor market. Programs are needed that develop job skills in non-college bound youth during high school. (Contains 27 references.) (TD)

ED 460 810 RC 023 332

Saggio, Joseph J.
Family and Its Effect on Institutional Choice and Post-Freshman Retention of American Indian/Alaska Native Students at a Bible College. ASHE Annual Meeting Paper.
PUB DATE- 01
NOTE- 51p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Alaska Natives; *American Indian Education; American Indians; *Church Related Colleges; *College Choice; College Students; *Family Influence; Higher Education; Qualitative Research; School Holding Power; Small Colleges
IDENTIFIERS- *American Indian Students

The influence of family on institutional choice and post-freshman persistence of American Indian and Alaska Native (AI/AN) students was studied at a small Bible college with a freshman retention rate of 86 percent. Data included interviews with 29 of the college's 62 AI/AN students. Findings indicate that family had both a positive and negative influence on choosing a college, as well as positive and negative influences on persistence beyond the pivotal freshman year. Positive influences of family related to choosing a college included encouragement to attend, encouragement by example, and encouragement to succeed. The negative influence of family related to choosing a college consisted of bias against Bible colleges. Positive influences of the family on student persistence included encouragement to succeed, spiritual encouragement, and encouragement by example. Family influences that discouraged persistence included family responsibilities and financial difficulties. Recommendations include conducting more research on the changing dynamics of AI/AN families, involving the entire family in student recruiting efforts, and providing funding mechanisms for economically disadvantaged AI/AN students. (Contains 63 references.) (TD)

ED 460 811 RC 023 340

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Conservation Education; Elementary Education; Endangered Species; *Environmental Education; *Language Arts; *Reading; Scientific Concepts
IDENTIFIERS- *Predator Prey Relationship

A sensitive young girl, shocked and confused by the death of her cat, learns the roles that predator and prey play in the balance of nature. Through experiences at school with her teacher, at home with her father and her grandmother, and through her own journey in nature, the girl learns why some animals kill and eat other animals in order to live. Colored illustrations accompany the story. The separate teacher's guide provides educators with information, activities, and play that can easily be incorporated into wildlife and nature study programs. Included are the history of the persecution of predators due to human ignorance and fear; profiles of predatory mammals, invertebrates, reptiles, amphibians, birds, and marine life; a listing of places where wildlife and habitat are protected; humans as predators; death in nature; and evidence of change in today's attitudes. Background information for the teacher precedes activities and can be incorporated into pre-existing lessons. Also included are a glossary; a list of related books, Web sites, teaching resources, curriculum guides, conservation groups, and youth groups about predators and prey; and regional offices of the U.S. Fish and Wildlife Service. (SJR)

ED 460 832 SE 062 023

Federal Aviation Administration Aviation Education Teacher's Guide, Grades 4-6.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Education; *Educational Resources; Educational Strategies; Elementary Education; Grade 4; Grade 5; Grade 6; Hands on Science; *Science Activities; Science Curriculum; Student Motivation
IDENTIFIERS- Federal Aviation Administration

This guide is one in a series of four resource guides specifically designed for those interested in aviation education. Activities and lessons that can be used in a variety of content areas and grade levels are featured. Grades 4-6 are the focus of this guide, which is organized under the broad topics of properties of air, lighter than air flight, conditions for flight, and navigation in the air. Activities address density and temperature, balloon flight, control surfaces, parachutes, color and temperature, satellite signals, and the sextant. (Contains 85 references, including an annotated bibliography, videotapes, and juvenile literature.) (DDR)

ED 460 833 SE 062 040

Michigan High School Proficiency Test (HSPT) Released Items for Mathematics.
PUB DATE- 96
NOTE- 56p.

curricula that include space exploration and colonization simulation projects, and integrated activities centered around space science topics. This packet contains sample activities on the characteristics of light, aerogel technology as a means of capturing interstellar debris, and data transfer and compression in space exploration technology. (WRM)

ED 460 851 SE 065 655

Seo, Daeryong; Park, Yong Hui
A Structural Model of Task Values, Goal Orientations, and Learning Strategies in Elementary School Mathematics Class.
PUB DATE- 01
NOTE- 27p.; Poster presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Intermediate Grades; *Learning Strategies; *Mathematics Education; *Student Attitudes; *Student Motivation; *Task Analysis
IDENTIFIERS- South Korea

A goal mediational model to conceptualize the effects of students' motivational beliefs on their learning strategies was modified with the three goal orientations: task, performance-approach, and performance-avoidance goals. Questionnaires were administered to 161 Korean fifth graders (boys = 88; girls = 73) in an elementary school math class. Consistent with previous studies, the task goal primarily stimulated appropriate learning strategies; students with a higher level of the task goal were more competent with their ability and had higher levels of task values and deep learning strategies. The performance-approach goal also motivated students to use appropriate learning strategies as does the task goal; students with a higher level of the performance-approach goal were more competent with their ability and had higher levels of task values and deep learning strategies. The performance-avoidance goal proved detrimental in the math class. Students with a higher level of the performance-avoidance goal had higher level of superficial learning strategies and lower levels of competence beliefs, deep learning strategies, and academic achievement. Implications for the three goal orientations in education are discussed. (Contains 28 references, 1 table, and 1 figure.) (Author/MM)

ED 460 852 SE 065 663

Microgravity: Fall into Mathematics. Educational Brief.
PUB DATE- 99
NOTE- 11p.; For grades 5 through 12.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Gravity (Physics); *Instructional Materials; *Science Activities; Science History; *Science Instruction; Scientists
IDENTIFIERS- Einstein (Albert); Galileo; *Microgravity; Newton (Isaac)

Each year the National Aeronautics and Space Administration

Learn and What Do They Think?" (Economic Commission for Latin America and the Caribbean Montevideo); (3) "Factors that Condition Schooling Levels in Guatemala" (Emilio Rojas); (4) "Linking Formal and Non-Formal Education, Implications for Teacher Training" (Ali Hamadachei); and (5) "Open and Distance Learning" (UNESCO). (EH)

ED 460 872 SO 026 097

Hollingsworth, Patricia; Hollingsworth, Stephen F.
Smart Art: Learning To Classify and Critique Art.
PUB DATE- 89
NOTE- 124p.; Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Appreciation; *Art Criticism; *Art Education; Critical Viewing; Elementary Education; Instructional Materials; Visual Arts; Visual Literacy
IDENTIFIERS- Artistic Style

The first step in learning to appreciate art is learning to classify a work according to its primary purpose. The artist creates art for one of three reasons: to recreate the physical world (Imitationalism); to express an idea or feeling (Emotionalism); or to create an interesting design (Formalism). A classified work may then be critiqued by: (1) describing the art elements; (2) analyzing the art principles at work; (3) interpreting the meaning; and (4) judging the work of art. The book includes instructions and suggestions for teachers; student workbook activities in classifying and critiquing art; black and white art reproductions along with explanatory material and a variety of exercises; a glossary; and an answer key. (MM)

ED 460 873 SO 026 098

Herman, Gail Neary; Hollingsworth, Patricia
Kinetic Kaleidoscope: Exploring Movement and Energy in the Visual Arts.
PUB DATE- 92
NOTE- 103p.; Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Appreciation; *Art Education; Critical Viewing; Elementary Education; Energy; Integrated Activities; Kinesthetic Methods; *Kinesthetic Perception; Motion; *Movement Education; Perception; Perceptual Motor Coordination; Sensory Experience; *Sensory Integration; *Visual Arts; Visual Literacy

Works of visual art contain an inner dynamism and energy that an individual's perceptual apparatus can translate into kinesthetic impressions, movement, and sound. Through this translation, a child's natural energies can interact with the artwork through multiple sensory experiences, enriching art appreciation. After a brief examination of the theoretical background, the text has four main parts; the first three are designed to give grades 3-8 students a movement vocabulary and a repertoire of movements with which to respond to artworks. The last section presents field-tested exercises designed to

This student handbook provides an overview of the Klondike Alaska Gold Rush of 1897-98. The unit was designed for junior high school students but can be modified for different grade levels. A vocabulary list and worksheet accompanies the unit, along with a time line and map activity. A group activity requires students to work in teams to get their goods over the Chilkoot Pass and on to Dawson City and the Klondike. A "Gold Rush Jeopardy" game provides a review for the unit. Numerous photographs and other archival materials accompany the unit. (EH)

ED 460 896   SO 028 740

A Decade of Reforms at Compulsory Education Level in the European Union (1984-94).
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE- 96
NOTE- 298p.; This survey also covers the EFTA/EEA countries of Iceland, Liechtenstein, and Norway. Bar charts may not reproduce clearly. Produced with the Spanish unit of EURYDICE.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Comparative Education; *Compulsory Education; *Educational Change; *Educational Trends; Elementary Secondary Education; Foreign Countries; Government School Relationship; *International Cooperation; Program Evaluation; Public Education; Trend Analysis
IDENTIFIERS- *European Union

This report focuses on the compulsory education reforms introduced throughout the European Union from 1984-1994. Compulsory education that stage of education established formally by a government for the education of all children and young people, usually institutionalized on a full- or part-time basis, and compulsory for a certain number of years. The study was conducted using a two-part questionnaire, sent to all member states, with respondents addressing the most significant reforms in compulsory education in each nation during the specified years, their purpose or justification, assessment of their scope and significance, and procedures for implementation. Respondents were then asked to describe the situation before and after the reforms. A descriptive data sheet for each European Community Member State was compiled. The first part of the document presents a comparative, historical analysis of the reforms introduced by the Member States of the European Union and the European Free Trade Association/European Economic Area (EFTA/EEA) countries (Iceland, Liechtenstein, Norway) in compulsory education and identifies the main trends. The second part of the report comprises individual descriptions of the national situations, country by country, and has been prepared and checked by the National Units in the Eurydice network. (Each country's report includes references.) (EH)

ED 460 897   SO 029 087

Russell, Joan
The Mediating Function of Language in the Formation of Musical Knowledge, Musical Concepts and Musical Problem-Solving in Instructional Settings.
PUB DATE- 97

The historical Gilgamesh was a Sumarian king of Uruk around 2700 B.C. Sumarian fragments of the legend that grew up around him have been found dating back to about 2000 B.C. These lesson plans on Gilgamesh were developed during the Office of Resources for International and Area Studies (ORIAS) summer institute on history through literature, in which 6th and 7th grade teachers shared resources and sketched plans for introducing epic heroes and villains from the ancient and medieval worlds. A bibliography of basic books on the Ancient Near East was supplied for the lessons by Dr. John Hayes. The first lesson, "Gilgamesh Lives" (Deborah Petranek), was developed for the sixth grade and needs three to four weeks for completion. The lesson plan sets out a procedure, suggests a project extension, lists materials needed, gives student activities, outlines assignments, and furnishes a 10-step project development process. The second lesson, "Gilgamesh the Hero" (Johanna Rauhala), lists materials needed, presents 11 activities, and gives some extension activities. The third lesson, "Gilgamesh the Hero" (Sheryl Hott), lists materials needed, suggests 11 activities, offers follow-up activities, and cites three Web resources. (BT)

ED 460 919 SO 033 305

Michalak, Laurence
Three Monotheistic Religions: Judaism, Christianity, Islam. Slide Exercise.
PUB DATE- 01
NOTE- 40p.; Slides may not reproduce well. Part of the Teaching Comparative Religion through Art & Architecture Fall 2000 and Spring 2001 Institute, which was organized by ORIAS and Bay Area Global Education Program (Stanford University School of Education and World Affairs Council of Northern California).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Christianity; *Critical Viewing; Intermediate Grades; Islam; Judaism; Middle Eastern Studies; Religion Studies; *Religious Cultural Groups; Secondary Education; *Slides; Social Studies
IDENTIFIERS- *Comparative Religion; *Monotheism

This slide exercise is intended to communicate information about the three major monotheistic religions of the Middle East: Judaism, Christianity, and Islam. The exercise focuses on beliefs, events, symbols, institutions, and practices important to the three religions, but the main purpose is to impress upon students the many things that these three religions have in common, as well as their differences. To prepare for the slide show, the exercise sets up a procedure in which students are asked to identify on paper which religion each of the 20 slides belongs to (illustrations of the slides are included with the exercise). Identification of the slides with an explanatory paragraph is provided for the teacher. (BT)

ED 460 920 SO 033 307

Monsoon Winds to the "Land of Gold."
PUB DATE- 01
NOTE- 80p.; Part of the Teaching about Southeast Asia Project, Summer 2001. Figures may not reproduce well. Funded by Center for Southeast Asia Studies, U.C. Berkeley.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Building partnerships among teachers is essential to enhance student learning. The Richardson-Rivers Collaboration Model emphasizes the importance of relationship building and describes procedures for successful classroom collaboration among teachers. The model combines theoretical constructs based on the Johari window and Jung's personality concepts to facilitate collaboration, trust, and respect and to minimize conflict and competition. It uses self-awareness and understanding of others through cognitive type theory to develop interpersonal communication skills. Specific characteristics necessary for successful collaboration include willingness to collaborate, parity, mutual goals, shared decision making, shared resources, and accountability. The development of awareness of self and others can be achieved through personality typing. The Johari window illustrates the importance of appropriate self-disclosure and categorizes degrees of self-awareness, awareness of others, and openness in communication. The Richardson-Rivers Model uses the process of self-awareness and understanding of others to develop strong interpersonal communication skills. The skills involved in sending and receiving communicative messages are critical to successful collaboration. The channels of communication for sending messages are nonverbal, verbal, and written. The channels for receiving messages are listening, observing, and reading. Team members can facilitate cooperation by becoming proficient in all of the communication systems. Collaboration growth can be achieved when team members become informed of skills needed to confront interpersonal differences and accept challenges presented by the intensity of teamwork. (Contains 16 references.) (SM)

ED 460 939 SP 038 109

Lieberman, Myron
The Teacher Unions: How the NEA and AFT Sabotage Reform and Hold Students, Parents, Teachers, and Taxpayers Hostage to Bureaucracy.
PUB DATE- 97
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collective Bargaining; Educational Change; Elementary Secondary Education; Politics of Education; Public Schools; *Teacher Associations; Teachers; *Unions
IDENTIFIERS- *American Federation of Teachers; *National Education Association

This book discusses the National Education Association (NEA) and the American Federation of Teachers (AFT), the nation's largest teacher unions. Chapter 1 introduces the book. Chapter 2 discusses the emergence of teacher unionization, especially since the 1960s. Chapter 3 explains the NEA/AFT political and social agendas and their main objectives. Chapter 4 discusses the way NEA/AFT objectives are implemented through collective bargaining. Chapter 5 is devoted to NEA/AFT political operations at the national level. This chapter documents the interaction of union political and bargaining objectives and the way union objectives affect political preferences. Chapter 6 examines NEA/AFT political operations at the state and local levels. Chapter 7 analyzes NEA/AFT opposition to contracting out by school boards. Chapter 8 discusses the compensation of union staff. Chapter 9 tracks union revenues, noting that representing teachers is a billion dollar industry. Chapter 10 school finances and professional positions; (3) high school graduates, college entrants, and dropout rates; (4) enrollments, degrees granted, and expenditures by institutions of higher education; (5) State University of New York enrollments, degrees granted, and employees; (6) tuition assistance, student loans, scholarships, and awards; (7) educational attainment; (8) libraries, archives, and museums; (9) support for the arts; and (10) public television and broadcasting. Data focus on the 1990s, although in some cases data from earlier decades are included for comparative purposes. (SLD)

ED 460 958 TM 029 612

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; Dichtelmiller, Margo L.
Omnibus Guidelines: A Comprehensive Reference for Early Childhood and Elementary Educators. Volume 1: Preschool through Third Grade and Volume 2: Kindergarten through Fifth Grade. 3rd Edition. The Work Sampling System R .
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 94
NOTE- 480p.; For related documents, see TM 029 611-613.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Child Development; Literacy; *Performance Based Assessment; Preschool Education; Primary Education; *Test Use
IDENTIFIERS- *Work Sampling System (Meisels)

The Work Sampling System is a performance assessment that provides an alternative to group-administered, norm-referenced achievement tests for preschool through fifth grade. This volume presents a compilation of the Work Sampling System Developmental Guidelines for preschool through third grade. The guidelines are grouped into these categories: (1) "Personal and Social Development"; (2) "Language and Literacy"; (3) "Mathematical Thinking"; (4) "Scientific Thinking"; (5) "Social Studies"; (6) "The Arts"; and (7) "Physical Development." (Contains 46 references.) (SLD)

ED 460 959 TM 029 702

Rangel, Rich; Bansberg, Bill
Snapshot Assessment System for Migrant, Language-Different, and Mobile Students: An Informal Tool for Classroom Teachers. Middle School Grades 7-8. User's Manual.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 194p.; For the primary grade version, see TM 029 703.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Cultural Awareness; Educational Assessment; Educational Attainment; *Evaluation Methods; Identification; *Language Minorities; *Limited English

based education, teachers' roles have changed dramatically, shifting from the use of more structured textbook-driven instructional methods to more flexible, collaborative approaches. Teachers have implemented these changes with varying degrees of success. In this publication, teachers share their insights about their preparation to teach in a standards-based environment, about the resources and support needed to implement standards-based reform, and the impact of new accountability systems. Following an introduction to standards-based reform, chapters 2, 3, and 4 portray the real-life implications of the tenets of standards-based education from the teacher perspective using information from interviews with beginning and veteran teachers. Chapter 5 provides guidelines for supporting teachers' implementation of standards-based education, given what can be learned from teacher perspectives. Chapter 6 contains a discussion of how Mid-Continent Research for Education and Learning (McREL) plans to undertake midcourse review and analysis of standards-based education. An appendix lists milestones in the development of standards-based reform. (Contains 30 references.) (SLD)

ED 460 978 UD 030 898

Fix, Michael; Zimmermann, Wendy
Immigrant Families and Public Policy: A Deepening Divide.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 95
NOTE- 43p.; Paper prepared for the National Symposium on International Migration and Family Change (University Park, PA, November 2-3, 1995). In: Booth, Alan, Ed. et al. "Immigration and the Family: Research and Policy in the U.S. Immigrants." New Jersey: Lawrence Erlbaum Associates, 1997 (see ED 405 163). Some pages may not reproduce adequately.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Family Characteristics; *Federal Legislation; *Immigrants; *Immigration; *Policy Formation; *Public Policy; Refugees; Social Capital; *Social Services
IDENTIFIERS- Immigration Law; *Reform Efforts

An overview is provided of the basic elements of the nation's immigrant integration and immigration policies as they affect immigrant families. The focus is on two sets of reforms under consideration by Congress that would have far-reaching effects. One set of changes would curb legal immigrants' access to a wide array of public benefits. The other set of reforms would substantially reduce legal immigration levels, severely restrict the immigration of extended family members, and place tough new requirements on those seeking to bring in family members. These proposals would demote the civic status of legal immigrants and redefine the membership in society in unprecedented ways. They would eliminate the safety net for many immigrant families, impose heavier support obligations on the families of immigrants than those of natives, draw irrational distinctions among immigrant families, and fail to distinguish between types of services in ways that reduce social and administrative costs. The impacts of restricted immigration policies for family members might eliminate a significant source of social capital. The cumulative effects of these proposed policy changes raise important unanswered questions. (Contains 40 references.) (SLD) classes on learning data entry and word processing were scheduled. A work training program that helps get individuals full computer literacy for employment was set up here as well. The success story of a services coordination program provides another illustration of determining resident needs in a rental community where most tenants were immigrants with little formal knowledge of English. The ideas from the case studies and examples are incorporated into advice for fostering community vision and developing networks and communication patterns. Some suggestions are given for constructing surveys to determine resident needs. The discussions of vision, networking, communication, and surveys are also provided in Spanish. (SLD)

ED 460 996   UD 032 919

Place-Based Assistance Tools: Storytelling and Community Building.
PUB DATE- 98
NOTE- 40p.; For related document, see UD 032 918.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); *Community Development; Community Programs; Information Dissemination; Program Development; Program Implementation; *Story Telling

Storytelling is the most powerful activity people can engage in to build community, because storytelling is how new empowering ideas are shared. Stories structure the inner landscape from which behavior is born. This guide to storytelling in the context of community building begins with a discussion of the importance of stories, with many illustrations of their power to communicate. Primitive cultures use stories in all education because they know the lessons will stick. It is obvious that telling stories has an important place in community building. Some resources are given for those interested in learning more about storytelling, and gatherings for storytellers are listed. (SLD)

ED 460 997   UD 032 921

A Guide for Conducting the "Collaborative Action Team Self-Assessment."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperation; Educational Change; Elementary Secondary Education; Evaluation Methods; *Partnerships in Education; Program Development; Program Implementation; Questionnaires; *Self Evaluation (Groups)

In a Collaborative Action Team (CAT), people representing the school, community, and home, including students, form a partnership committed to improving results for children, youth, and families. One way to determine and build on the individual and group strengths of the CAT is to perform self-assessments to enable team members to reflect on where they have been, what price school lunches, partnering with health providers, developing culturally appropriate outreach materials, and developing media campaigns. (Contains 10 references.) (KB)

ED 460 775 PS 030 028

Early Childhood Education Program Expectations: Standards of Quality.
PUB DATE- 00
NOTE- 92p.; Produced by the Task Force on Early Childhood Education with Susan Saravalli, Kimberly Friddell, Catherine Thomas, Raymonde Morton, and Wendy Matos.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Classroom Environment; Creative Art; *Developmentally Appropriate Practices; *Educational Quality; Emergent Literacy; Language Arts; Mathematics Education; Multicultural Education; Parent School Relationship; Physical Education; *Preschool Curriculum; *Preschool Education; Science Education; Second Languages; Social Studies; *State Standards; Student Evaluation; Teacher Role
IDENTIFIERS- New Jersey

In 1999, a task force was appointed to develop early childhood education (ECE) program expectations or standards for New Jersey's ECE programs. The standards were based on the task force's review of research, curricula, standards, and guidelines developed by local boards of education, other states, and professional organizations; feedback on draft standards from various professionals; and three regional focus groups. This guide presents the ECE standards, providing early childhood educators with a foundation to build upon in creating developmentally appropriate learning environments and preparing children to meet New Jersey's core curriculum content standards when they enter kindergarten. The guide's introduction defines developmentally appropriate expectations, preschool, and curriculum, and discusses implementation issues and program continuity/transition. The guide is then organized into three parts. The first part addresses the expectations that cross all content areas: school and home partnerships, classroom environment, and assessment. The second part addresses expectations that involve the affect domain: social-emotional development. The third part addresses seven content areas: creative arts; health, safety, and physical development; language arts literacy; mathematics; science; social studies; and world languages. Within each section, introductory remarks discuss the importance of the particular area for educational quality, with program standards following. Two appendices link some of the ECE program quality standards to the New Jersey core curriculum content standards and list best practices for teachers of 3- and 4-year-olds. (Contains 20 references.) (KB)

ED 460 776 PS 030 039

Johnson, Karen L.; Lero, Donna S.; Rooney, Jennifer A.
Work-Life Compendium, 2001: 150 Canadian Statistics on Work, Family & Well-Being.
PUB DATE- 01
NOTE- 86p.; Produced with the HRDC Women's Bureau which became Gender Analysis and Policy Directorate.
LANGUAGE- English

Career Counseling Resources.
PUB DATE- 97
NOTE- 60p.; In: Pathfinders for Four Directions: An Indigenous Educational Model; see RC 021 622.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Education; Annotated Bibliographies; Career Counseling; *Career Planning; College Bound Students; College Choice; *College Preparation; Daily Living Skills; High Schools; Higher Education; *Information Sources; *Internet; Reading Skills; *Search Strategies; Self Evaluation (Individuals); Writing Skills

Part of a larger report on the Four Directions Project, an American Indian technology innovation project, this section includes six "pathfinders" to locating information on college preparation and career planning. The pathfinders were designed by students in the Graduate School of Library and Information Science at the University of Texas at Austin in response to specific requests by educators in reservation schools. The pathfinders are bibliographic instructional aids that outline methods to locate information on topics of interest to a particular client. Each pathfinder includes an introduction that describes the nature of the topic, scope of the pathfinder, assessment of client needs, and steps taken in identifying and evaluating relevant resources; an annotated bibliography of 15-25 resources, including print reference works, monographs, indexes, journal titles, electronic resources, and organizations; and the pathfinder proper, a guide to locating resources on the topic. The pathfinders are: (1) "How To Choose a College: A Pathfinder for Resources Available over the Internet" (Jennifer Payne); (2) "Writing Skills for College: A Pathfinder of Internet Resources" (Lee Bell); (3) "Choosing a Career by Lifestyle Analysis: An Internet Resource Pathfinder" (Michelle L. Gonzales); (4) "Internet Resources on Reading Skills for College: A Pathfinder" (Britt A. Johnsen); (5) "Understanding Yourself through Informal Assessment: A Pathfinder to Internet Resources" (Rex Griffin Pyle); and (6) "Preparing for College: Life Skills. A Pathfinder of Internet Resources" (Christina Holmes). (SV)

ED 460 794 RC 021 624

Roy, Loriene, Comp.
Internet Technology Resources.
PUB DATE- 97
NOTE- 65p.; In: Pathfinders for Four Directions: An Indigenous Educational Model; see RC 021 622. Eight pages contain light or broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Education; *American Indian Languages; Annotated Bibliographies; Evaluation; High Schools; Hypermedia; *Information Literacy; *Information Sources;

Lopez-Acevedo, Gladys
Teachers' Incentives and Professional Development in Schools in Mexico. Working Paper.
PUB DATE- 02
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Change; Elementary Secondary Education; Foreign Countries; *Incentives; Principals; *Professional Development; *Quality of Working Life; Teacher Education; *Teacher Effectiveness; *Teacher Salaries; Work Environment
IDENTIFIERS- *Mexico

Quality of education is a determining factor in a nation's competitiveness. Although Mexico has made tremendous progress toward achieving universal basic education, school quality has not kept pace with enrollment increases, especially in rural areas. Innovations at the federal and state levels to raise the quality of basic education in Mexico include decentralizing the education system, thereby giving the states more control over education, and creating the Carrera Magisterial, a program of incentives and professional development for teachers. The first part of this paper shows that early in their professional lives, teachers in basic public schools are better paid than other comparable groups. The second part of the paper analyzes determinants of student achievement. Findings show that short-term teacher posts had a negative impact on learning achievement. Pedagogical efforts and teacher answers to student questions were highly correlated with greater learning achievement. Students in schools with a high degree of supervision by the school principal achieved better scores. Teacher training was most effective when targeted toward increasing teachers' practical experience and developing content-specific knowledge. Finally, teacher enrollment in the Carrera Magisterial program had a positive relation with learning achievement. Appendices present the National Agreement for the Modernization of Basic Education, data from the 1997 primary education assessment survey, definitions of variables, and determinants of mathematics achievement scores in fifth grade in urban and rural areas. (Contains 23 references.) (TD)

ED 460 812 RC 023 341

Gorjestani, Nicolas
Indigenous Knowledge for Development: Opportunities and Challenges.
PUB DATE- 01
NOTE- 10p.; Contains small print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Appropriate Technology; Case Studies; *Community Development; Community Organizations; Developing Nations; Economically Disadvantaged; Empowerment; Foreign Countries; Information Dissemination; *Institutional Cooperation; *Nonformal Education; Nongovernmental Organizations; Rural Areas; Social Capital; *Sustainable Development
IDENTIFIERS- *Indigenous Knowledge Systems; *Local Control; World Bank

Indigenous knowledge is a critical factor for sustainable development. Empowerment of local communities is a prerequisite

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Educational Assessment; High Schools; Mathematics Instruction; *State Programs; *Test Items; Testing Programs
IDENTIFIERS- *Michigan High School Test

As part of the test development process, this document provides the released mathematics items and student responses to some questions from the Michigan High School Proficiency Test (HSPT) in mathematics. This packet is designed for teachers and students who are interested in understanding how the open-ended items from the HSPT in Mathematics are scored. The packet contains the Mathematics Scoring Guides for item #26 from the Spring 1996 administration and item #23 from the Winter 1997 administration. The guides include the test question, the scoring guide (or rubric), exemplary answers and annotated student papers which demonstrate how the items are scored. Also included are four multiple-choice items which were released from the Spring 1996 test. (ASK)

ED 460 834 SE 062 050

Bright, George W., Ed.; Joyner, Jeane M., Ed.
Classroom Assessment in Mathematics: Views from a National Science Foundation Working Conference (Greensboro, North Carolina, May 16-18, 1997).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; *Educational Assessment; Educational Technology; Elementary Secondary Education; Knowledge Base for Teaching; *Mathematics Education

This document presents papers from a National Science Foundation (NSF) working conference to identify research issues and implementation strategies that support quality classroom assessment. Papers include: (1) "Understanding and Improving Classroom Assessment: Summary of Issues Raised" (George W. Bright and Jeane M. Joyner); (2) "Recommendations and Starting Points" (Jeane M. Joyner and George W. Bright); (3) "Implementing Standards-Based Classroom Assessment Practices" (Diane J. Briars); (4) "The Pro-Am of Assessment in the Elementary Classroom" (Mari Muri); (5) "Thoughts on Assessment in the Mathematics Classroom" (Norman L. Webb); (6) "The Role of Teachers' Knowledge in Assessment" (Carne Bamett); (7) "Assessing Procedural and Conceptual Knowledge in the Mathematics Classroom" (Sarah B. Berenson, Draga Vidakovic, and Glenda Carter); (8) "Classroom Assessment: Translating Information about Students into Instruction" (George W. Bright); (9) "Changing Classroom Assessment Practices" (William S. Bush); (10) "Computers in Mathematics Education Assessment" (Douglas H. Clements); (11) "A Through the Lens Look at Moments in Classroom Assessment" (Francis (Skip) Fennell); (12) "Classroom Assessment" (Tery Gunter); (13) "Classroom Assessment: A Working Paper" (Audrey Jackson); (14) "Classroom Assessment That Informs Instruction: A CGI Teacher's Perspective" (Mazie Jenkins); (15) "Thoughts on Classroom Assessment" (Jeane M. Joyner); (16) "Using Information About

(NASA) produces new educational products that are used by NASA educational staff at NASA-sponsored workshops and events. Part of the series, "The Great Minds of Microgravity", Galileo, Newton, and Einstein, are the subjects of this brief. The materials include a brief introduction to each great mind and "Try This" problems to challenge the students. The brief concludes with descriptions of four types of microgravity platforms and discusses the relevance of microgravity to research. Answers to the "Try This" problems are also included. (MM)

ED 460 853 SE 065 669

Pajkos, Diane; Klein-Collins, John
Improving Upper Grade Math Achievement via the Integration of a Culturally Responsive Curriculum.
PUB DATE- 01
NOTE- 91p.; Master of Arts Action Research Project, St. Xavier University and Skylight Professional Development Field-Based Master's Program. Chicago, IL.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Black Students; *Cultural Awareness; *Cultural Differences; Intervention; Mathematics Education; Middle School Students; Middle Schools; Motivation; *Multicultural Education; *Multiple Intelligences; *Student Attitudes; Teaching Methods

This report describes an intervention program for increasing mathematical achievement of African American students. Within the targeted population, it was evident that the disparity in math achievement between African American and White students was increasing each year. The targeted population consisted of sixth, seventh, and eighth grade mathematics students in a stable, middle class neighborhood. The problem of growing disparity was documented by the examination of each class's 3 previous years of mathematics results according to the Iowa Test of Basic Skills. Analysis of probable cause data revealed that teachers heavily favor the Westernized approaches of verbal/linguistic and logical/mathematical instructional styles. Student surveys indicated that a schism existed between teaching methods and learning processes. Faculty reported an overemphasis on the Westernized approach to teaching within their math classes. A review of curricular content demonstrated a lack of emphasis on the teaching strategies prevalent in culturally responsive curriculum. A review of strategies suggested by experts in the field posed the following solutions: implement the multiple intelligences theory in all aspects of teaching and learning, include the contributions of mathematicians of various cultural backgrounds to ensure a culturally responsive curriculum, and clearly communicate expectations to students in a non-coercive, unbiased manner. Post intervention data indicated an increased diversity in teaching strategies, an expansion and understanding of learning styles, elevated teacher and student enthusiasm, and a desire on the part of students to continue with the multiple intelligences in mathematics, as well as integrate them into other curricular areas. Appendixes include: survey of multiple intelligences; student survey of classroom/learning experiences, sample intervention lesson plans; and Transcripts of Two Focus Groups conducted May 31, 2001. (Contains 47 references and 17 figures.) (Author)

ED 460 854 SE 065 670

expand students' responsiveness to art through kinesthetic and visual interaction. A glossary and a 14-item list of references conclude the volume. (MM)

ED 460 874 SO 026 118

Chang, Pei-lan Li; Chao, Johanna T.; Chao, Yenshew Lynn; Chin, Ai-li S.; Hsieh, Charlotte Sheau-mann; Sun, Paul P.; Swartz, Leslie M.; Wang, Theresa; Wu, Fa Y.
Echoes of China.
PUB DATE- 84
NOTE- 571p.; Prepared by the Chinese Ethnic Heritage Studies Committee of the Greater Boston Chinese Cultural Association.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; *Art; *Art Activities; Art Education; *Chinese Americans; *Cultural Activities; *Cultural Awareness; Enrichment Activities; Foreign Countries; *Instructional Materials; Intermediate Grades; Junior High Schools
IDENTIFIERS- *China

This curriculum guide is developed to accompany 7 Chinese Cultural Heritage kits for use in intermediate and middle school classrooms. The units in this guide may be used with or without the accompanying kits. When appropriate, units include: objectives, introductory information, suggested presentation sequence, activity instruction, evaluation instruments, supplementary activities, and bibliographic information. Each unit also presents the student text. Units are: (1) "Jia, Chinese-American Families," a look at diversity in Chinese American culture; (2) "China and Her Land," examines geographic concepts; (3) "Travels with Marco Polo: Life in 13th Century China," presents an illustration of China during the Song Dynasty as seen in the 13th century scroll painting Spring Festival on the River. Paining, calligraphy, and aesthetic principles are studied in (4) "Fine and Folk Arts of China." The joys and sorrows of Chinese are expressed in (5) "Chinese Celebrations." Protection from natural disasters and the selection of house sites are topics discussed in (6) "Chinese Architecture." Five popular games are introduced in "Chinese Games." (MM)

ED 460 875 SO 026 148

Kansas Visual Arts Curriculum Standards, 1995.
SPONS. AGENCY- National Endowment for the Arts (NFAH), Washington, DC.
PUB DATE- 96
NOTE- 65p.; Developed by the Professional Growth and Standards Committee/State Art Center, Curriculum Revision Subcommittee with contributions from Cheryl Hamilton and Julie Purdy. Document possible by grants from the Kansas Arts Commission and Kansas Art Education Association.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Art; *Art Education; Art Teachers; Elementary Secondary Education; Fine Arts; State Boards of Education; State Curriculum Guides; *State Standards; *Visual Arts

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Supported by the Faculty of Graduate Studies and Research, McGill University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Language Role; *Language Usage; *Music; *Music Education; Music Theory; *Preservice Teacher Education; Problem Solving; Student Teachers
IDENTIFIERS- *Vygotsky (Lev S)

This paper argues that verbal language plays a mediating role in the development of musical thinking. Two excerpts from the transcripts of conducting students' practica are interpreted. The verbal language that student conductors use during their rehearsals is a path to their musical thinking. Lev Vygotsky's social psychological theory of language offers a research-based theoretical framework to show the links between speaking and thinking. The study uses the two excerpts from the students' work to show how one student attempted to explain musical concepts, and the other used language to clarify and resolve a musical problem created by a desire to realize a musical concept. The paper implies that language has a great position in music teacher education courses because music-related talk is an essential part of students' formation as musicians and teachers. (Contains 62 references.) (EH)

ED 460 898 SO 029 189

Shiman, David A.
Teaching Human Rights: Grades 7 through Adult.
PUB DATE- 93
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Civil Liberties; Civil Rights; Democracy; Due Process; Foreign Countries; Freedom; Instructional Materials; *Justice; Secondary Education; Social Studies
IDENTIFIERS- *Universal Declaration of Human Rights

This curriculum resource on human rights is rooted in the United Nations Universal Declaration of Human Rights and seeks to help students understand the issues involved. Using the rights categories suggested by the Universal Declaration, this book offers new ways of teaching about familiar themes. The book contains activities to encourage students to compare across cultures and to challenge them to examine their own society and to reflect on their own lives. There are generic human rights activities that can be used for any part of the world to be studied, as well as those dealing specifically with examples from Chile, the Peoples Republic of China, Kenya, South Africa, and the former Soviet Union. (EH)

ED 460 899 SO 029 268

Beyond the Playing Field: Jackie Robinson, Civil Rights Advocate. Lesson Plan.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Asian Studies; Cooperative Learning; Foreign Countries; *Geography; Grade 6; Grade 7; Integrated Activities; Intermediate Grades; Junior High Schools; Simulation; Social Studies; Student Educational Objectives; *World History
IDENTIFIERS- *Asia (Southeast); California History; Han Dynasty; Roman Civilization; *Roman Empire; Trade Routes

This integrated unit, intended for use with sixth or seventh graders, introduces students to the trading networks and geographic factors that influenced the maritime spice trade from southeast Asia to the Roman Empire and Han China during the period 100 B.C. to 100 A.D. The unit is designed so that students work in cooperative groups in a series of activities to learn how the ancient world was unified by this sea trade. The unit would be most effective if taught at the end of a year-long study of ancient world history or as an introductory unit to the Age of Exploration. It is organized into the following sections: Overview and Contents; "Artifacts"; "Primary Sources"; "Regional Grid Map"; "Historic Maps"; "Background Poster Activity"; "Trade Simulation"; "Imports/Exports"; "Extensions"; "Vocabulary"; and "References/Links." It provides a focus question, California's world history standards, educational objectives, lessons for introducing the topic and for developing the topic, and other activities, including culminating and assessment activities. (Contains a 33-item bibliography, a five-item student bibliography, and a list of seven Web sites.) (BT)

ED 460 921 SO 033 318

Griffitts, Dawn
Inside the Vault, 2001.
PUB DATE- 01
NOTE- 10p.; In issue 1, "Reading the Fed's Playbook" was adapted from "The Codification of an FOMC Procedure" and "What Accounts for the Reduced Frequency of Fed Actions?" by Daniel L. Thornton. The content for the question-and-answer section was adapted from "The Gender Wage Gap and Wage Discrimination: Illusion or Reality?" by Howard J. Wall. In issue 2, "The Cycling Economy" was adapted from the work of William R. Emmons. The content for the question-and-answer section was adapted from "The Long and the Short of the Federal Funds Target Cuts" by Michael T. Owyang.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Economics; *Economics Education; Government Role; Interest (Finance); Monetary Systems; Secondary Education; Social Studies; *Wages
IDENTIFIERS- *Federal Reserve System; *Gender Gap; Recession

This "Inside the Vault" newsletter contains two issues. Issue 1 contains a lead article, "Reading the Fed's Playbook," a question-and-answer section, and a bulletin board. The Federal Reserve's primary mission is to ensure that enough money and credit are available to sustain economic growth without inflation. The article explains the Federal Reserve's monetary policy actions and provides recent history about the Fed's actions. The question-and-answer section focuses on gender wage discrimination. The newsletter contains an economic snapshot of the first quarter of 2001. Issue 2 contains an article, "The Cycling Economy," a question-and-answer section, and a bulletin board. The article considers whether the U.S. economy is challenges the distinction between collective bargaining and political action, discussing teachers' rights to disassociate from union policies and programs. Chapter 11 explains the unique role of AFT President Albert Shanker. Chapter 12 discusses the impact of teacher unions on teacher welfare and student achievement, noting unintended consequences of unionization such as the effects on PTAs. Chapter 13 looks at the likelihood of an NEA/AFT merger and affiliation with the AFL-CIO. Chapter 14 assesses how teachers, parents, and citizens can address issues raised throughout the book. (SM)

ED 460 940 SP 038 244

Rettig, Perry R.; Khodavandi, Mehraban
Recruiting Minority Teachers: The UTOP Program. Fastback 436.
PUB DATE- 98
NOTE- 48p.; Sponsored by the Northern Illinois University Chapters of Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Asian Americans; *College School Cooperation; Diversity (Student); Elementary Secondary Education; Higher Education; Hispanic Americans; *Minority Group Teachers; Multicultural Education; *Outreach Programs; Partnerships in Education; Preservice Teacher Education; Standardized Tests; *Teacher Recruitment; Urban Schools
IDENTIFIERS- Sheboygan Area School District WI

This booklet examines the need to recruit minority teachers, highlighting the Urban Teachers Outreach Program (UTOP) currently being implemented in Sheboygan, Wisconsin. The UTOP's collaborative effort between Lakeland College and the Sheboygan Area School District has helped minority members of public schools' classified staff (mostly teacher aides) earn bachelor's degrees and teacher certification. The minorities involved are mainly Southeast Asian (primarily Hmong from Laos) and Hispanic. Section 1 of the booklet introduces the topic. Section 2 describes the changing demographics of society, schools, and the teaching force. Section 3 examines the need for minority teachers and reasons for the decline in their numbers. Section 4 presents possibilities for solving the problem (school partnerships, higher education initiatives, multicultural curriculum, minority students and standardized tests, and minority students and mentors). Section 5 describes the Lakeland College UTOP (the setting, beginning the UTOP, the students, challenges and changes, lessons learned, and implications for replication. (Contains 38 references.) (SM)

ED 460 941 SP 038 276

AquaSMART: Water & Boating Safety, Grades K-2. Teacher's Guide.
PUB DATE- 97
NOTE- 118p.; Videotape (18 minutes) that accompanies the Media Kit is not available from ERIC. Contributions from U.S. Army Corps of Engineers, Fort Worth District.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Alcohol Abuse; *Comprehensive School Health Education; Drug Abuse; Elementary School

Speaking; Middle School Students; Middle Schools; *Migrant Youth; Needs Assessment; Spanish; Standards; *Student Mobility; Test Use
IDENTIFIERS- User Guides

This classroom assessment tool offers teachers a method to identify academic needs across the curriculum for migrant, language-different, and mobile students. The primary strategy of this assessment system is to identify the knowledge and skill levels of these students in core curriculum areas. The snapshot assessment is a low-stakes, informal assessment system that has been structured to help the teacher plan instruction around the learning needs of the individual student. The student is asked to perform a series of tasks that are keyed to content standards. The tasks have been developed to be as free of cultural bias as possible. Both English and Spanish are used; Spanish is the dominant second language of students in the United States. There are 11 tasks for language arts, 17 tasks in mathematics, and 14 tasks in science. The user's manual section of the document contains an overview, discussions of the design of the assessment, a discussion of how to use the assessment system, a description of developing and testing the system. The target standards, benchmarks, and tasks are included in sections on national standards, language arts assessment, mathematics assessment, and science assessment. A student proficiency checklist is included. Appendixes contain a guide to Spanish pronunciation and a teacher's guide to commonly used directions for students. (Contains 16 references.) (SLD)

ED 460 960 TM 029 703

Rangel, Richard; Bansberg, Bill
Snapshot Assessment System TM for Migrant, Language Minority & Mobile Students. First Edition: Primary Level. User's Manual.
PUB DATE- 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Cultural Awareness; Educational Assessment; Educational Attainment; Elementary School Students; *Evaluation Methods; Identification; *Language Minorities; *Limited English Speaking; *Migrant Youth; Needs Assessment; Primary Education; Spanish; Standards; *Student Mobility; Test Use
IDENTIFIERS- User Guides

The classroom assessment tool described in this manual offers teachers a method to identify academic needs across the curriculum for migrant, language minority, and mobile students. The primary strategy of this assessment system is to identify the knowledge and skill levels of these students in core curriculum areas. The tests, for grades 1 through 3, are designed with minimal dependence on language, but Spanish is the second language incorporated because it is the dominant minority language of migrants and limited-English-proficient students in the United States. The "Users Manual" section contains an overview and discussions of system use and development. Other sections contain the state standards (mapped to Utah standards), the standards and tasks for language arts, mathematics, and science, and student scoring forms. (SLD)

ED 460 979 UD 030 933

Klonsky, Susan E.
Success on the Highway to Change: Sketches of Restructuring Schools.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 24p.; Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Disabilities; Dropout Prevention; *Educational Change; Educational Objectives; Elementary Secondary Education; Instructional Leadership; Magnet Schools; *Parent Education; Principals; Profiles; School Community Relationship; *School Restructuring; Self Esteem; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Local School Councils

Researchers report that fundamental reform is under way in perhaps one-third of Chicago public schools, involving more than 100,000 students. These sketches of schools where restructuring is taking place provide some clues to fundamental questions about educational change. The Chicago School Reform Act of 1988 established local school councils and imposed goals, objectives, and outcomes to be addressed in 3-year improvement plans. Goals ranged from raising test scores to reducing dropouts and increasing parent participation. Profiles of five elementary schools, three high schools, a developmental center for the disabled, and a magnet elementary school for the arts indicate some common features in reform successes. On the whole, the schools are well anchored in their communities, involving parents and community members in their efforts. They are innovative and use a variety of strategies to promote the self-esteem, self-expression, and internal strengths of their students. At each school in this report, parent education is a big part of daily life. The leadership of the principal has also been an essential one in the ongoing reform efforts in all these schools. Sketches of the following schools are included: Hefferan Elementary; Amundsen High; Duprey Elementary; Flower Vocational; Nobel Elementary; Davis Development Center; Davis Elementary; Harper High; Howland School of Arts; and Clark Elementary. (SLD)

ED 460 980 UD 031 079

After Head Start: Success in Public School. Parents' Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Accountability; *Community Involvement; Curriculum Development; Disadvantaged Youth; *Educational Change; Educational Environment; Elementary Secondary Education; Expectation; Instructional Leadership; Parent Child Relationship; *Parent Participation; Parent School

has been accomplished, and where they want to go. An initial self-assessment followed by periodic reassessments is recommended. This document contains guidelines for conducting the self-assessment. The self-assessment plan corresponds to team identification, team mobilization, project development, and project implementation elements. The CAT self-assessment form is included, and guidelines are presented for analyzing and interpreting the data. (SLD)

ED 460 998 UD 032 948

Creating Neighborhood Networks Computer Centers.
PUB DATE- 98
NOTE- 14p.; Some material adapted from a presentation by Jacqueline T. Jones (Hartford, CT, November 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; After School Programs; Community Programs; *Computer Centers; *Neighborhoods; *Networks; Program Development; Urban Areas
IDENTIFIERS- Connecticut (Hartford)

Although the primary purpose of the Neighborhood Networks program in Hartford (Connecticut) is to help residents get jobs, the establishment of community computer centers can benefit senior citizens and children in addition to would-be job applicants. There are six primary types of computer centers: (1) those that introduce computers in general; (2) specialized centers for senior citizens or children; (3) business software centers; (4) centers devoted to education; (5) centers devoted to job readiness skills; and (6) centers focusing on economic development. Centers focusing on education may include remedial education materials, children's educational programs, high school equivalency, and English-as-a-Second-Language programs. Suggestions are made for starting any type of computer center, and the minimum elements for a Neighborhood Networks computer center plan are outlined. (SLD)

ED 460 999 UD 032 954

Swartz, Leslie, Ed.; Warner, Linda, Ed.; Grossman, David L., Ed.
Intersections: A Professional Development Project in Multicultural and Global Education, Asian and Asian American Studies.
SPONS. AGENCY- Hitachi Foundation, Washington, DC.
PUB DATE- 98
NOTE- 253p.; Other project collaborators were Consortium for Teaching Asia and the Pacific in the Schools (CTAPS); Florida International University Global Awareness Program; and International Education Consortium, St. Louis, MO.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Asian Americans; *Asian Studies; *Cultural Awareness; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Global Education; *Multicultural Education; *Teacher Education; Urban Schools

This publication presents a sampling of the writings of participants in the Intersections Project, a professional development program to bridge gap between multicultural and global education for urban schools that involved four

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Day Care; Early Childhood Education; *Employed Parents; Family Income; *Family (Sociological Unit); *Family Work Relationship; Foreign Countries; Labor Force; Public Opinion; *Social Attitudes; *Well Being; *Work Environment
IDENTIFIERS- *Canada; Elder Care

The issue of integrating work and family responsibilities has been the subject of federal, provincial, and territorial policy planning and several task forces in Canada. This report plus executive summary, designed to inform the dialogue and stimulate continued discussion, brings together a wide variety of work-life facts and figures related to changes in the family; child and elder care; labor force participation patterns; income and earnings; industrial, organizational, and workplace change; labor legislation; and public opinion. Following a foreword discussing factors contributing to mounting tensions between work and non-work lives, the compendium is divided into 10 sections: (1) "The Changing Profile of the Labour Force"; (2) "The Changing Profile of the Family"; (3) "Income, Earnings, and Financial Security"; (4) "Industrial and Organizational Change"; (5) "Work Structure and Work Time"; (6) "Child Care and Caregiving for Other Family Members"; (7) "Work-Life Issues and the Employee"; (8) "Work-Life Issues and the Employer"; (9) "Labour Legislation and Other Protections for Workers with Family Responsibilities"; and (10) "Attitudes and Public Opinion." Each section begins with a brief introduction followed by a series of key findings and sources for citation or additional reading. A subject index facilitates searching for topics falling under several sections. The studies presented in the compendium reveal that work-life conflict is increasing and that work-life issues affect individuals, families, and organizations. Further, work-life conflict is not limited to parents. Most Canadian employees do not have access to flexible work arrangements that might help them cope with growing work-life tensions. There is growing evidence that providing supportive and flexible workplaces benefits organizations. (Contains 78 footnotes.) (KB)

ED 460 777 PS 030 040

Fuller, Bruce; Kipnis, Fran; Siegel, Patricia
Child Care Indicators, 1998. Part I: Preliminary Figures and Part II: County Aggregates, Working Poor Families, Child Care Workforce. Research Series.
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.; Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 99
NOTE- 575p.; Supported by the Child Care Planning Project.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Children; *Day Care; *Day Care Centers; Demography; Early Childhood Education; Employed Parents; *Family Day Care; Family Income; Infants; Mothers; Planning; *Supply and Demand; Tables (Data); Welfare Recipients; Welfare Reform; Working Poor
IDENTIFIERS- *California; Child Care Needs; *Day Care Availability; Indicators; Temporary Assistance for Needy Families; Welfare Reform; Zip Codes

*Internet; *Search Strategies
IDENTIFIERS- *HTML; Search Engines; Web Pages

Part of a larger report on the Four Directions Project, an American Indian technology innovation project, this section includes six "pathfinders" to locating information on Internet resources. The pathfinders were designed by students in the Graduate School of Library and Information Science at the University of Texas at Austin in response to specific requests by educators in reservation schools. The pathfinders are bibliographic instructional aids that outline methods to locate information on topics of interest to a particular client. Each pathfinder includes an introduction that describes the nature of the topic, scope of the pathfinder, assessment of client needs, and steps taken in identifying and evaluating relevant resources; an annotated bibliography of 15-25 resources, including print reference works, monographs, indexes, journal titles, electronic resources, and organizations; and the pathfinder proper, a guide to locating resources on the topic. The pathfinders are: (1) "Internet Resources: A Pathfinder for Beginners" (Ayne Steinkuehler); (2) "How To Select a Search Engine: A Pathfinder" (Orly Zilkha); (3) "Evaluating Internet Resources: Tips for High School Students" (Cheryl Goldenstein); (4) "How To Evaluate Elements of a Web Page: A Pathfinder" (Ann Minner); (5) "Native American Language Resources on the Internet: A Pathfinder" (Daisy Benson); and (6) "A Pathfinder for Introductory HTML Resources" (Lee Bell). (SV)

ED 460 795   RC 021 625

Roy, Loriene, Comp.
Curricular/Instructional Technology Resources.
PUB DATE- 97
NOTE- 97p.; In: Pathfinders for Four Directions: An Indigenous Educational Model; see RC 021 622.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Education; Animation; Computer Software; Educational Psychology; *Educational Resources; Elementary Secondary Education; Genealogy; *Information Sources; *Internet; Learning Strategies; Learning Theories; *Multimedia Materials; Oral History; Photography; *Search Strategies
IDENTIFIERS- Photoshop (Computer Software); QuickTime; Virtual Museums; Web Pages

Part of a larger report on the Four Directions Project, an American Indian technology innovation project, this section includes 10 "pathfinders" to locating information on learning and instructional technology resources. The pathfinders were designed by students in the Graduate School of Library and Information Science at the University of Texas at Austin in response to specific requests by educators in reservation schools. The pathfinders are bibliographic instructional aids that outline methods to locate information on topics of interest to a particular client. Each pathfinder includes an introduction that describes the nature of the topic, scope of the pathfinder, assessment of client needs, and steps taken in identifying and evaluating relevant resources; an annotated bibliography of 15-25 resources, including print reference works, monographs, indexes, journal titles, electronic for the integration of indigenous knowledge in the development process. The integration of appropriate indigenous knowledge systems into development programs has already contributed to efficiency, effectiveness, and sustainable development impact. Indigenous knowledge, like any other knowledge, needs to be constantly used, challenged, and further adapted to evolving local contexts. Supporting local and regional networks of traditional practitioner and community exchanges can help disseminate relevant indigenous knowledge and enable communities to participate more actively in the development process. While innovative mechanisms for the protection of indigenous intellectual property rights need to be developed, many indigenous knowledge practices can at the same time be integrated into local, national, regional, or global development efforts. However, experience has shown that this cannot be done by one institution alone. Partnerships between community-based organizations, nongovernmental organizations, academia, the private sector, research, government, and donor institutions are needed to enhance the use of indigenous knowledge for development. The Indigenous Knowledge for Development Program of the World Bank will continue to champion indigenous knowledge and join others in their efforts to harness indigenous knowledge for development in a process of continuous learning from local communities. Numerous examples are given of the successful implementation of indigenous knowledge in the areas of health care, agriculture, education, and women's issues by communities and governments in Africa, India, and South America. (TD)

ED 460 813 RC 023 355

Jimerson, Lorna
Still "A Reasonably Equal Share." Update on Educational Equity in Vermont, Year 2001-2002.
PUB DATE- 02
NOTE- 23p.; For the 2000-2001 report, see ED 451 008.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Court Litigation; *Educational Equity (Finance); Educational Legislation; Elementary Secondary Education; *Equal Education; Expenditure per Student; Finance Reform; *School District Wealth; School Taxes; *State Legislation
IDENTIFIERS- *Tax Equity; *Vermont

Vermont's Equal Educational Opportunity Act of 1997, "Act 60," was designed to rectify inequities in the state's funding of public education, as determined by the Vermont Supreme Court. This report examines the degree to which Act 60 has improved conditions over the last 5 years, focusing on the 3 main equity goals of Act 60 and the court's decision: student resource equity, tax burden equity, and academic achievement equity. Analysis of data for 2001-02 found that Act 60 has made significant progress in reducing inequities in student resources. The gap in per-pupil spending between wealthier and poorer towns dropped to $900 from $2100 in FY98. Act 60 significantly improved past inequities of tax burden for funding local schools. The percentage of income needed to support education dropped in all income categories but the decrease was most dramatic for those earning the least. Academic achievement inequities still exist. However, academic achievement has improved in all categories of wealth, and the gap between wealthier and poorer communities in the percentage of students meeting or exceeding state standards has decreased.

and Results from Standardized Tests for Instructional Guidance in the Mathematics Classroom: Mixing Oil and Water?" (Patricia Ann Kenney); (17) "Thoughts on Classroom Assessment" (Mary Montgomery Lindquist); (18) "Classroom Assessment: View from a First-Grade Classroom" (Carol Wickham Midgett); (19) "What Teachers Want to Know about Classroom Assessment" (Vicki Moss); (20) "But Won't They Teach to the Test?" (Ruth E. Parker); (21) "Man Scars--So Seems Lost" (Sid Rachlin); (22) "Assessing Core Concepts in K-2 Mathematics" (Kathy Richardson); (23) "What Do Teachers and Students Obtain from Assessment of Student Work?" (Judith T. Sowder); (24) "The Role of Mathematical Proof in Classroom Assessment" (Diane M. Spresser); (25) "Open-ended Tasks: A Key to Mathematics Assessment" (Chuck Thompson); (26) "Clear Learning Targets" (Jan Williamson); (27) "Classroom Assessment: View from a Second-Grade Classroom" (Lisa S. Williamson); and (28) "Assessing Conceptual Understanding" (Judith S. Zawojewski and Edward A. Silver). (ASK)

ED 460 835　　　SE 062 329

Interactive Biology TM Multimedia Courseware Series. CD-ROM .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biochemistry; *Biology; Biotechnology; Cytology; Ecology; Educational Media; Enzymes; Evolution; Genetics; Heredity; High Schools; Microbiology; *Multimedia Materials; Optical Data Disks; Science and Society; Science Careers; Science Instruction; Zoology

Interactive Biology Multimedia Courseware is an on-going project, with new titles continually under development. Currently, Interactive Biology includes 38 biological titles on CD-ROM for Macintosh and IBM-compatible systems. Each title deals with a specific biological subject and provides in-depth, comprehensive course material for the 9th grade to college levels. Teacher supplements for each CD-ROM, including reproducible study guides, exams, and glossaries, are available online. The following titles make up the current set of Interactive Biology Multimedia courseware: (1) Evolution: The 3-1/2 Billion Year Journey; (2) Arthropods; (3) Exploring Biology: Careers and Issues; (4) Mollusks; (5) Birds: Characteristics and Adaptations; (6) Viruses and Bacteria; (7) Roots and Stems; (8) Biology: The Study of Life; (9) Enzymes; (10) The Biosphere; (11) The Plasma Membrane and Cellular Transport; (12) The Leaf; (13) The Vertebrates; (14) Cell Structure and Function; (15) Photosynthesis; (16) Cellular Respiration; (17) Meiosis; (18) Blood and Immunity; (19) Protista; (20) Mendel's Principles of Heredity; (21) Human Impacts on the Environment; (22) DNA: The Molecule of Life; (23) Population Ecology; (24) Mitosis; (25) Biochemistry: The Chemistry of Living Things; (26) From DNA to Protein; (27) Investigating Heredity; (28) Fungi; (29) Sponges; (30) Cnidarians; (31) Food Chains and Webs; and (32) Genetic Engineering. Most recent additions to the Series include: (33) Exploring Biology: Careers & Issues; (34) Biomes; (35) Flowering Plants; (36) Nonflowering Plants; (37) Invertebrates; and (38) Annelids. (WRM)

ED 460 836　　　SE 062 405

Portal, Jamie; Sampson, Lisa
Improving High School Students' Mathematics Achievement through the Use of Motivational Strategies.
PUB DATE- 01
NOTE- 94p.; Master of Arts Action Research Project, St. Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; Intervention; *Mathematics Achievement; *Mathematics Instruction; Secondary Education; *Student Attitudes; *Student Motivation; Teaching Methods

This report describes a program for motivating students in mathematics in order to improve achievement at the high school level. The targeted population consisted of high school students in a middle class community located in a suburb of a large metropolitan area. The problems of underachievement were documented through data collected from surveys and teacher observations and grades based on test scores, homework and projects. Analysis of the probable causes literature revealed that students lose interest in mathematics. Evidence of the existence of the problem was determined through analysis of surveys, behavioral observations made by the teacher and through student grades. The literature of solution strategies was reviewed and the problem setting was analyzed. This resulted in the selection of two major categories of intervention: a modification of the curriculum to include application and real-life math problems, and a restructuring of the teachers daily lesson plans to implement a variety of teaching strategies. Post data was gathered to determine whether the intervention improved student motivation. It was discovered that the implemented strategies improved positive behaviors in the classroom. Slight improvements were also observed in student attitudes towards mathematics. Appendixes include Math Interest Survey, Math Anxiety Checklist, Sample Lesson Plans; and Sample Projects (adapted from "Hands-On Math Projects with Real-Life Applications" by Gary Robert Muschola and Judith A. Muschola). Contains 34 references, 64 figures, and 24 tables.) (Author/MM)

ED 460 855 SE 065 671

Bielsker, Staci; Napoli, Lori; Sandino, Melissa; Waishwell, Lesa
Effects of Direct Teaching Using Creative Memorization Strategies To Improve Math Achievement.
PUB DATE- 01
NOTE- 80p.; Master of Arts Action Research Project, St. Xavier University and Skylight Professional Development Field-Based Master's Program. Appendixes A through D contain copyrighted material and are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 1; Grade 2; Mathematics Education; Memory; *Mnemonics; *Multiple Intelligences; Primary Education; Recall (Psychology); Retention (Psychology); Teaching Methods

This report describes a program for enhancing direct teaching using creative memorization strategies in order to improve retention and quick retrieval of math facts. The targeted population consisted of first and second grade students in two separate districts in middle class communities. Analysis of

IDENTIFIERS- *Kansas

This model curriculum focuses on art content, student art learning, and art education expectations for students in the state of Kansas. The curriculum is divided by grade level: pre-kindergarten through second grade, third through fourth grade, fifth through eighth grade, and ninth through twelfth grade. The model curriculum demonstrates how to use the National Standards for the Visual Arts as a driving force in local curriculum development. The Achievement Standards/Learner Outcomes define what students should know and be able to do at the end of each of the grade level segments. The model curriculum is printed in two formats: (1) a sequential version allowing the reader to see the National Standards and the Model Scope and Sequence for all grade levels across two pages; and (2) an outline linear version allowing the reader to see all the parts of a grade level grouped together. Supplemental sections provide information on a variety of topics an art teacher or administrator will encounter in planning, delivering and assessing a quality art program. A glossary and references section conclude the booklet. (EH)

ED 460 876 SO 026 169

Thoman, Elizabeth, Ed.
Beyond Blame: Challenging Violence in the Media. Leader's Guide A: Introduction/Overview with "Town Hall" Presentation.
PUB DATE- 95
NOTE- 52p.; For other "Beyond Blame" units, see SO 026 182-184 and ED 413 249. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Antisocial Behavior; Community Cooperation; Crime; Critical Thinking; Elementary Secondary Education; Family School Relationship; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Partnerships in Education; *School Community Relationship; Social Studies; *Television; Television Research; *Violence

This booklet provides a toolbox of practical resources to help in developing media literacy skills to reduce the amount of media violence people are exposed to in their homes and communities. This overview accompanies a series designed for different age groups and grade levels. The leader's guide provides strategies for increasing contact with the community, instructions for conducting a town-hall discussion group on media violence, and handouts for use in the seminar. Handouts include: (1) "The Circle of Blame"; (2) "There Is a Difference"; (3) "Four Effects of Viewing Media Violence"; (4) "The Six Myths of Media Violence"; (5) "Seven Tips for TV Viewing in the Home" and "Siete consejos para ver TV en casa" (Handout #5 in Spanish); (6) "What Everyone Should Know about Media: Five Core Concepts"; (7) "Empowerment Spiral"; (8) "Eight Steps to Success: How to Write To the Media/Media Addresses"; and (9) "Challenging the Media Is Everyone's Responsibility." (EH)

ED 460 877 SO 026 182

English, Jill; Levin, P. Rachel
Beyond Blame: Challenging Violence in the Media. Teacher's Guide

PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Baseball; Citizen Role; *Citizenship Education; Citizenship Responsibility; *Civics; Elementary Secondary Education; Instructional Materials; *Justice; Primary Sources; Social Studies; *United States History
IDENTIFIERS- *Robinson (Jackie)

This packet provides primary source documents and lesson plans relating to the study of Jackie Robinson as a civil rights advocate. The legendary baseball player, Jack Roosevelt Robinson, was the first black man to "officially" play in the big leagues in the 20th century. Jackie Robinson was not only a stellar baseball player, but he went on to champion the cause of civil rights when he retired from the game. The lessons relate to civil rights history, character education, and civic responsibility. The primary documents used in the packet include: (1) "Telegram to the White House, August 13, 1957"; (2) "Letter to President Eisenhower, May 13, 1958"; (3) "Draft letter from Vice-President Nixon, November 4, 1960"; (4) "Letter to President Kennedy, February 9, 1961"; (5) "Telegram to President Kennedy, June 15, 1963"; (6) "Photograph, August 28, 1963"; (7) "Telegram to President Johnson, March 9, 1965"; (8) "Letter to President Johnson, April 18, 1967"; and (9) "Letter to the White House, April 20, 1972." A collection of Robinson quotes also is included and could be used for classroom work. (EH)

ED 460 900 SO 029 293

Blankenship, Glen
An Introduction to Instructional Materials about Japan. Workshop Leader's Manual.
PUB DATE- 96
NOTE- 44p.; Printing courtesy of Georgia Power Company. Grant also provided by the Japanese Chamber of Commerce of Georgia.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Inservice Education; Instructional Materials; *Japanese Culture; Multicultural Education; Non Western Civilization; Social Studies
IDENTIFIERS- *Japan

This manual is designed to support teachers in implementing the instructional resource guides "Instructional Materials about Japan." The materials in this guide provide the basis for a full-day inservice training session. The suggested format can be modified to meet the needs of individual workshop leaders, various audiences, and different time frames. All materials needed to conduct the workshop are included with a detailed agenda, introductory activities, information on the instructional units, support materials, and discussion on planning and implementing local workshops. (EH)

ED 460 901 SO 029 294

growing or whether it is in a recession. The question-and-answer section focuses on the "yield curve," asking what it is and what causes it to be inverted. The section also asks about long-term interest rates. The newsletter contains an economic snapshot of the third quarter of 2001. (BT)

ED 460 922 SO 033 515

Reardon, Betty A.
Education for a Culture of Peace in a Gender Perspective.
PUB DATE- 01
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Cultural Context; Foreign Countries; *Gender Issues; *Global Approach; *Peace; Secondary Education; *Sex Role; Social Studies; Student Research; Teacher Education; *World Views
IDENTIFIERS- *Peace Education; United Nations

The goal of this study unit on education for a culture of peace in a gender perspective is to assist teachers in their efforts to educate caring and responsible citizens, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by nonviolent means. Designed as a resource for teacher education, the manual is relevant for secondary schools and can also be used for secondary school teacher preparation and for facilitators of non-formal adult education. It responds to the demands of a growing number of educators who want to be part of a global movement toward a culture of peace and to provide their students with learning experiences in holistic and gender-sensitive human rights and peace education. The manual is divided in two parts: Part 1, the social foundations component, offers an overview of the developing field of education for a culture of peace, its purposes, the issues it addresses, and the rationale for its development. Part 2 focuses on the practical and deals specifically with the professional and methodological necessities of the field. Each topical section is preceded by a box with a list of preparatory readings for background. Suggested readings follow the learning processes and projects to extend and further enrich study. Every component of the manual has a particular pedagogical purpose and is intended to introduce the modes of inquiry and forms of thinking most conducive to learning for a culture of peace. (BT)

ED 460 923 SO 033 537

Hopkins, Martha C.; Wright, Donna K.
Pocket Power, Grades K-2. Teacher Guide and Student Storybook. Financial Fitness for Life.
SPONS. AGENCY- Bank of America Foundation.
PUB DATE- 01
NOTE- 317p.; Parent guides designed to enhance these guides are available to order online.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Consumer Education; *Decision Making; Economics Education; Elementary School Students; *Money Management; National Standards; Primary Education; *Social

Students; Health Behavior; *Health Promotion; Primary Education; *Safety Education; Student Behavior; *Swimming; Teaching Guides
IDENTIFIERS- *Boating Safety; Texas; *Water Safety

This teacher's guide accompanies a program designed to teach water and boating safety to students in grades K-2. The written curriculum accompanies a video, AquaSMART K-2. The theme of the curriculum is AquaSMART. To become AquaSMART, students must learn 10 basic lessons for water and boating safety. The teacher's guide begins with an overview of the presence and importance of water in Texas. It expands on the 10 lessons found in the video: Learn to Swim; Wear a Life Jacket; Learn to Float; Reach, Throw, or Row; Look Before You Leap; Don't Overload Your Boat; Stay With Your Boat; Learn Boating Rules of the Road; Alcohol, Drugs and Boating Don't Mix; and Be Polite, Don't Pollute. In each lesson, students learn that the way to become AquaSMART is to learn to follow the rules. The video introduces Splasher the frog and his friends, Surfer and Diver. Splasher is the central character in the video and written curriculum. He and his friends draw students' attention to the activities and important information. The written curriculum repeats and supplements the AquaSMART lessons contained in the video. The curriculum includes an instructor's guide and reproducible activity sheets. Each lesson contains two topics, two activities, and a vocabulary builder. A teacher evaluation form is included in the packet. (SM)

ED 460 942 SP 038 277

AquaSMART: Water & Boating Safety, Grades 3-5. Teacher's Guide.
PUB DATE- 97
NOTE- 184p.; Videotape (18 minutes) that accompanies this media kit is not available from ERIC. Contributions from U.S. Army Corps of Engineers, Fort Worth District.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Alcohol Abuse; *Comprehensive School Health Education; Drug Abuse; Elementary Education; Elementary School Students; Health Behavior; *Health Promotion; *Safety Education; Student Behavior; *Swimming; Teaching Guides
IDENTIFIERS- *Boating Safety; Texas; *Water Safety

This teacher's guide accompanies a program designed to teach water and boating safety to students in grades 3-5. The written curriculum accompanies a video, AquaSMART 3-5. The theme of the curriculum is AquaSMART. To become AquaSMART, students must learn 10 basic lessons for water and boating safety. The written curriculum begins with an overview of the presence and importance of water in Texas. It expands on the 10 lessons found in the video: Learn to Swim; Wear a Life Jacket; Learn to Float; Reach, Throw, or Row; Look Before You Leap; Don't Overload Your Boat; Stay With Your Boat; Learn Boating Rules of the Road; Alcohol, Drugs and Boating Don't Mix; and Be Polite, Don't Pollute. In each lesson, students learn that the way to become AquaSMART is to learn to follow the rules. The video introduces Splasher the frog and his friends, Surfer and Diver. Splasher is the central character in the video and written curriculum. He and his friends draw students' attention to the activities and important information. The characters are students in grades 3-5 who portray the themes of each lesson. The written curriculum repeats and supplements the AquaSMART lessons contained in the video. The curriculum includes an instructor's guide, student activities, reproducible activity

ED 460 961   TM 029 713

Standards Work: How Clear Standards and Better Assessment Have Worked To Improve Instruction and Increase Student Achievement in Two Districts.
PUB DATE- 96
NOTE- 46p.; Material to accompany an address by Roy Romer, Governor of Colorado, at the National Education Summit (Palisades, New York, March 26-27, 1996). Compiled with John Pacheco, Nancy Mead, Nyla Bristo, Don Saul, Linda Gleckler, and Bobbie Johnson.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Achievement Tests; Case Studies; Educational Assessment; *Educational Change; Elementary Secondary Education; Mathematics Achievement; Reading Achievement; *School Districts; Writing (Composition)
IDENTIFIERS- Colorado

Information is provided on the content standards and work to achieve them for mathematics in one Colorado school district and reading and writing in another. The six mathematics content standards of the Weld County school district are outlined for kindergarten through grade 12 (K-12), and performance standards are also described and illustrated through a description of a fourth-grade mathematics assessment with samples of student work. Student achievement results are summarized for grades 5, 7, 9, and 12. The reading and writing content and performance standards are summarized for the Thompson School District for K-12, and these standards are illustrated with examples from a high school assessment and samples of student assessment products. Student writing assessment results are summarized for 1993, 1994, and 1995. (SLD)

ED 460 962   TM 029 928

McCann, Erin J.; Garcia, Teresa
Maintaining Motivation and Regulating Emotion: Measuring Individual Differences in Academic Volitional Strategies.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; *Emotional Response; Factor Structure; Higher Education; *Student Motivation; Test Construction
IDENTIFIERS- Self Direction; *Self Regulation; Self Report Measures; *Volitional Skills

An instrument was developed to measure the resourcefulness and self-directedness of students in maintaining their motivation on academic goal tasks. The Academic Volitional Strategy Inventory (AVSI) is a self-report instrument designed to assess the management of emotion and motivation by college students during the goal-striving process. An initial version was tested and revised, and the revised version was completed by 463 college students. Further revisions were tested with 246 college students. Analysis of these results suggested a three-factor structure with three distinct families of volitional

Relationship; *Partnerships in Education; *Preschool Education
IDENTIFIERS- *Project Head Start

The schools that Head Start participants enter may have very different methods and attitudes than were present in Head Start, and a different approach to working with children and families. While Head Start programs are seldom in a position to bring about changes in the public schools, Head Start parents can be a powerful force for school change. This guide helps parents work with the schools to ensure the best education for their children. A check list is provided for things parents should know before their children leave the Head Start program. Specific steps to take are given for the first month of school, the rest of the first 6 months, and the rest of the year. Sample letters from parents to the school and from the school to parents are presented, along with a sample parent pledge to support the individual child and the school system. The following 10 essential elements for achieving academic success are listed: (1) high expectations; (2) clear vision; (3) strong leadership; (4) teamwork; (5) staff development; (6) strong, appropriate curriculum; (7) safe, clean, orderly environment for learning; (8) genuine accountability; (9) recognition and reward for excellence; and (10) strong community and parental support. (SLD)

ED 460 981   UD 032 531

Nettles, Michael T.; Perna, Laura W.
The African American Education Data Book. Volume II: Preschool through High School Education. Executive Summary.
PUB DATE- 97
NOTE- 37p.; For Volume I and III Executive Summaries, see ED 406 870 and UD 032 532.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Black Students; Census Figures; Databases; *Educational Attainment; Educational Research; *Elementary Secondary Education; *Enrollment; Institutional Characteristics; *Preschool Education; School Safety; *Student Characteristics
IDENTIFIERS- *African Americans

This executive summary introduces Volume II of the "African American Education Data Book," which brings together information about the educational status of African American preschool, elementary, and secondary school children. Like Volume I, Volume II records the African American educational progress that has previously existed as part of research and Census databases, at testing companies, and at universities and schools. The data book retrieves and analyzes a vast amount of data about the educational representation, distribution, and achievement of African Americans. The data, which are largely descriptive, can be the basis for setting new research agenda and for improving educational opportunities. The Executive Summary allows some conclusions about African American preschool, elementary, and secondary education. The negative consequences of poverty are evident in many ways. Poverty appears to limit the involvement of African American parents in their children's education and reduce the number of African American children who are able to gain access to private school education. In addition, African American students remain unevenly distributed throughout the nation's schools. More than one-half of African American public school students are in the southern United States, and about one-third attend schools in participating entities, each with a local project that focused on Asia and Asian Americans. The project was specifically designed for urban educators. Each collaborating project developed a core group of teachers to focus on Asian and Asian American studies. The papers are: (1) "Characteristics of a Working Urban Collaborative" (Dennis Lubeck); (2) "Challenging School Practices through Professional Development in Multicultural and Global Education" (Linda Warner); (3) "Curricular Connections and Reflections for the Pacific Century: Asian and Asian American Studies" (Peter Nien-chu Kiang); (4) "Developing National Standards for Asian Studies: Issues for Reflection" (David L. Grossman); (5) "Introducing Global Education: A Tribute to Bob Freeman" (David L. Grossman); (6) "Global Education and Multicultural Education: Toward a 21st Century Intersection" (Carlos E. Cortes); (7) "A Case Study of Education Reform in International Education" (David L. Grossman); (8) "Introduction to World Cultures Theme Guide and World Cultures Model"; (9) "Summer Institute Goals and Objectives"; (10) "Teacher Interview: Kahealani Nae'ole-Wong"; (11) "Teacher Reflection: Siri Anderson"; (12) "Education Programs" (Leslie Swartz); (13) "Teacher Interview: Ceil Fernandez"; (14) "Teacher Reflections: Maria D'Itria and Patricia Carrington"; (15) "Humanities in International Education" (Dennis Lubeck); (16) "Teacher Reflections: Ellen McCaffrey and Judy Cobillas); (17) "A Tribute to Jan Tucker" (Toni Fuss Kirkwood-Tucker); (18) "Teacher Reflections: Robert Rosello and Guichun Zong"; (19) "Teacher Interview: Mamo Powers"; (20) "Group Dynamics Exercise"; (21) "Effective School Change Exercise"; (22) "Mental Maps of the Pacific"; (23) "Asia Pacific American Demographics Quiz"; (24) "Liliuokalani, the Hawaiians' Last Hope" (Mamo Powers); (25) "The Quilt Projects: A Teacher and Her Methods" (Maria D'Itria); (26) "Teams Expedition: Discover Community"; (27) "Cultural Artifacts in the Classroom"; and (28) "A Guide to Neighborhood Explorations." Each paper contains references. (SLD)

ED 461 000 UD 032 959

Community 2020 TM HUD Community Planning Software Training Manual.
PUB DATE- 97
NOTE- 152p.; Version 2.0 developed with Caliper Corporation.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cartography; *Community Development; *Computer Software; Demography; Housing; *Maps; Program Development; *Urban Areas
IDENTIFIERS- *Department of Housing and Urban Development

The Department of Housing and Urban Development has developed its Community 2020 software to make it possible to depict graphically a community's housing resources, demographics, and level of economic development to use in community development activities and other planning processes. The combination of region- wide data and easy-to-use software provides everything community leaders need to participate in neighborhood revitalization and community redevelopment. This manual explains how to get started using the software and how to use it to map community characteristics, define grantee activities, identify resources, and propose additional projects. The software can help analyze a community's demographics and can be

Rising maternal employment, welfare reform, and increased preschool enrollment contribute to accelerating family demand for child care in California, and federal and state governments have responded by doubling support for child care and preschool programs between 1996 and 1999. However, there is little information available on how child care supply is distributed throughout the state and how demand will increase due to welfare reform. The Part one report presents preliminary information on 32 early indicators of child care supply and demand for all zip codes statewide to inform local and state planning and budgeting efforts. The report's introductory section defines demand and supply, discusses limitations of the data, and cautions planners in their use. The bulk of the report is comprised of the child care indicators, organized into five tables: (1) basic capacity of child-care providers by zip code, including number of centers, number of family child-care homes (FCCH), and number of licensed exempt providers; (2) characteristics of centers and FCCHs, including percentage open on weekends, evenings, or overnight and percentage with at least one Spanish-speaking staff member; (3) capacity levels standardized for child population by zip code, including capacity for preschoolers, school-age children, and children from welfare-supported families; (4) counts of all children and children in welfare-supported families, including counts of infants, preschoolers, and school-age children; and (5) families, mean household income, and maternal employment by zip code. Appended is a table delineating code values for each county. Part two also includes county-level aggregates, counts on single parents supported by the state welfare program and their job-related income, and size of the child-care workforce. It features income, and TANBF participants by zip code. (KB)

ED 460 778 PS 030 042

Lanyasunya, Andrew Ropilo; Lesolayia, Moses S.
The El-Barta Child and Family Project--Community Based Early
  Child Care and Development Programme: An Integrated Approach.
  Working Papers in Early Childhood Development.
PUB DATE- 01
NOTE- 33p.; Produced with Tobias Neeto, Paul Kamau, Mary Senbeyo,
  and Lucy Lowa.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Child Development; *Child Health; Community
  Cooperation; *Community Development; Culturally Relevant
  Education; *Day Care; Developing Nations; *Early Childhood
  Education; Family Programs; Foreign Countries; *Integrated
  Services; Organizational Communication; Program Descriptions;
  Program Design; Program Effectiveness; Program Implementation;
  Program Improvement; *Young Children
IDENTIFIERS- Barriers to Implementation; *Kenya; Program
  Characteristics

The advent of schooling, the cash economy, and new political systems have brought about many situations providing challenges to the Samburu and the Turkana nomadic pastoralists in northern Kenya. This report details the experiences of the staff of the El-barta project in working with communities within a situation of isolation, harsh climatic conditions, and few economic resources. Chapter 1 of the paper introduces the organization and describes the scope of their work in enabling groups and individuals to take responsibility for building the capacity of their communities in order to enhance young children's resources, and organizations; and the pathfinder proper, a guide to locating resources on the topic. The pathfinders are: (1) "Native American Learning Resources: A Pathfinder" (Beth Royall); (2) "The Psychology of Human Learning: A Pathfinder for High School Teachers" (Ruth K. Chiego); (3) "Building a Virtual Museum: A Pathfinder of Resources for the Four Directions Project" (Lee Bell); (4) "Pathfinder on QuickTime" (Jennifer Thomas); (5) "Introduction to Adobe Photoshop Pathfinder" (Roger Magnus); (6) "Pathfinder to Animation: Using Technology To Learn, Learning To Use Technology" (Hope Kandel); (7) "Tips for Better Photography: A Pathfinder" (Jennifer Morley); (8) "Oral History: Resources for Teachers" (Michelle Beattie); (9) "Starting on Your Ojibwe Family History: Internet Resources" (Candice Weaver); and (10) "The Impact of Technology on Indigenous Cultures: A Pathfinder" (Gina Leiss). (SV)

ED 460 796 RC 021 626

Roy, Loriene, Comp.
Cultural Themes.
PUB DATE- 97
NOTE- 99p.; In: Pathfinders for Four Directions: An Indigenous Educational Model; see RC 021 622.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *American Indian Culture; American Indian Education; American Indian History; *Boarding Schools; *Drinking; Elementary Secondary Education; Fetal Alcohol Syndrome; *Information Sources; *Internet; Music; Plants (Botany); *Search Strategies
IDENTIFIERS- Ethnobotany; *Native Americans

Part of a larger report on the Four Directions Project, an American Indian technology innovation project, this section includes 10 "pathfinders" to locating information on Native American cultural themes. The pathfinders were designed by students in the Graduate School of Library and Information Science at the University of Texas at Austin in response to specific requests by educators in reservation schools. The pathfinders are bibliographic instructional aids that outline methods to locate information on topics of interest to a particular client. Each pathfinder includes an introduction that describes the nature of the topic, scope of the pathfinder, assessment of client needs, and steps taken in identifying and evaluating relevant resources; an annotated bibliography of 15-25 resources, including print reference works, monographs, indexes, journal titles, electronic resources, and organizations; and the pathfinder proper, a guide to locating resources on the topic. The pathfinders are: (1) "Cahokia Mounds: A Pathfinder for High School Students" (Timothy Bullard); (2) "The Native American Boarding School Experience" (Lisa Bier); (3) "The Native American Boarding School Experience: Resources on the Internet. A Pathfinder" (Laura Tyner); (4) "Native American Sayings, Phrases and Quotations on the Internet: A Pathfinder" (Martin Corrigan); (5) "Native American Music: Information Available through the Internet" (Lilia Z. K. Bartoszek); (6) "Sweetgrass: A Pathfinder" (Patricia Ingram); (7) "Alternatives to Drinking for Native American Youth: Pathfinder" (Wade E. Osburn); (8) "Heavy Drinking: Understanding Alcohol Abuse through

Notable and continuous progress is being made toward providing equal educational opportunities and reducing past educational inequities. The equity gains noted in a previous study have continued and, in most cases, strengthened. Appendices present the previous study's results, operational definitions of variables, and caveats about analyzing academic achievement. (Author/SV)

ED 460 814 SE 056 170

Science Feedback 2. 5-14 Links.
PUB DATE- 95
NOTE- 29p.; Information for teachers from the Assessment of Achievement Programme.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; *Evaluation; Foreign Countries; Language; *Science Achievement; *Science Education; Science Tests; Scientific Methodology; Sex Differences; Surveys
IDENTIFIERS- Assessment of Achievement Programme (Scotland); *Scotland

This booklet summarizes the findings of the survey of science attainment carried out in 1993 by a team of researchers at Jordanhill Campus, Strathclyde University. The assessment tasks were used with a sample of pupils, selected to be representative of all pupils in Scotland, at three stages--primary 4, primary 7, and secondary 2. The report presents examples of the actual tasks used with pupils and their responses, covering the topics of planning/collecting evidence, recording and presenting, interpreting and evaluating, and knowledge and understanding. Other topics include use of language in science, range of pupil performance, comparisons between boys and girls, and science in the school. (Includes further readings and a list of AAP publications.) (JRH)

ED 460 815 SE 056 448

A GreenPrint for Minnesota: State Plan for Environmental Education.
SPONS. AGENCY- Minnesota State Legislature, St. Paul.
PUB DATE- 93
NOTE- 83p.; Prepared by the Office of Environmental Education of the Minnesota Department of Education. Presented to the citizens of Minnesota by the Minnesota Environmental Education Advisory Board. Appendix available under separate cover not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Educational Objectives; Elementary Secondary Education; *Environmental Education; Higher Education; Minority Groups; Outcome Based Education; State Legislation; *Statewide Planning
IDENTIFIERS- *Environmental Education Programs; *Minnesota; State Policy

In order to meet the state of Minnesota's goals for environmental education, the 1993 Environmental Education Plan identifies philosophical principles, audiences, outcomes, and strategies for action to guide environmental education in Minnesota over the next 10 years. The plan is presented in seven sections. Section I is an introduction to the plan. Section II identifies

Usiskin, Zalman, Ed.
Who Should Determine What You Teach?
PUB DATE- 99
NOTE- 18p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education

The purpose of this publication is to provide a forum through which National Council of Teachers of Mathematics (NCTM) members can be well informed about compelling, complex, timely issues that transcend grade levels in mathematics education. This issue focuses on mathematics curriculum issues and standards. In the United States and Canada, each of the following plays a role in determining what mathematics is taught to students in grades K-12: state or provincial authorities, standardized-test designers, recommendations of professional organizations, college-entrance requirements, textbooks, local school boards, and teachers in their classrooms. People in a broad range of positions present their views on the wisdom of decisions being made at various levels. (ASK)

ED 460 837 SE 062 454

Go Figure. HEADJAM. Teaching Guide and Videotape .
SPONS. AGENCY- Phillips Petroleum Company, Bartlesville, OK.
PUB DATE- 98
NOTE- 18p.; Videotape not available from ERIC. Videotape copyrighted by NewsGroup.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Mathematics Activities; *Mathematics Education; *Relevance (Education); Teaching Guides; *Videotape Recordings

The HeadJam series is comprised of six programs exploring mathematics, science, and critical thinking skills. It is an award-winning, educational videotape series for middle school students that explores multi-disciplinary skills in a highly entertaining way. The teacher's guide and 22-minute video, "Go Figure," demonstrate how math is used in the real world, where problem solving happens in unlikely places. They also look at how math impacts every facet of students' lives from music to video games to roller coaster rides. Related classroom activities are also included. (ASK)

ED 460 838 SE 062 646

Walker, Kim
Reforming Environmental Education: A Forked Route.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

probable cause data revealed that students were having difficulty memorizing math facts. Reviews of curricula content and instructional strategies revealed an increase in mathematical content, thereby limiting time spent on each concept. Reviews also revealed students lacked retention of math facts and transfer skills. A review of solution strategies suggested by professional literature combined with an analysis of the problem setting resulted in the analysis of three major categories of intervention: Touch Math, multiple intelligences, and use of mnemonics to increase the amount and quality of retention in the first and second grade classrooms. Post intervention data indicated a substantial increase in student retention and retrieval of math facts, a decrease in student use of manipulatives to solve math equations, and fluctuation in parent survey results. Appendixes include: four selected worksheets on addition and subtraction from "Mad Minute" (Addison Wesley Publishing Company, Inc., 1981); Student Survey; and two Parent Surveys. (Contains 60 references and 32 figures.) (Author/MM)

ED 460 856 SE 065 672

Tooke, D. James, Ed.; Henderson, Norma, Ed.
Using Information Technology in Mathematics Education.
PUB DATE- 01
NOTE- 187p.; Co-published simultaneously as "Computers in the Schools" Volume 17, Number 1/2 2001.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Calculators; Computer Software; *Computer Uses in Education; *Educational History; Elementary Secondary Education; *Information Technology; Mathematics Education
IDENTIFIERS- Computer Algebra; LOGO Programming Language

This collection of essays examines the history and impact of computers in mathematics and mathematics education from the early, computer-assisted instruction efforts through LOGO, the constructivist educational software for K-9 schools developed in the 1980s, to MAPLE, the computer algebra system for mathematical problem solving developed in the 1990s, for the university, to Web-based calculus courses in the new millennium. Essays include: (1) "Mathematics, the Computer, and the Impact on Mathematics Education" (D. James Tooke); (2) "Computers, Statistics, and the Culture of University Mathematics Education" (Cleborne D. Maddux); (3) "Online Calculus: The Course and Survey Results" (G. Donald Allen); (4) "Changing Mathematics Teaching through Web-Based Professional Development" (Paul G. Shotsberger); (5) "The Role of Computers in Mathematics Teaching and Learning" (Lynda R. Wiest); (6) "CAS Applied in a Functional Perspective College Algebra Curriculum" (Robert Mayes); (7) "Factors Influencing Success in Intermediate Algebra" (Larry J. Stephens and John Konvalina); (8) "A Learning Model That Stimulates Geometric Thinking through Use of PCLogo and Geometer's Sketchpad" (Leping Liu and Rhoda Cummings); (9) "Shape Makers: A Computer Environment That Engenders Students' Construction of Geometric Ideas and Reasoning" (Michael T. Battista); (10) "Teaching and Learning with Dynamic Geometry Programs in Student-Centered Learning Environments: A Mixed Method Inquiry" (Robert D. Hannafin and Barry N. Scott); (11) "Actions on Objects: A Metaphor for Technology-Enhanced Mathematics Instruction" (Michael L. Connell); and (12) "Pre-Service Teachers' Use of Computer Simulation To Explore Probability" (Sharon Dugdale). (MM)

B: Elementary School Classes and Groups (Grades 4 and 5).
PUB DATE- 95
NOTE- 59p.; Videotape is not available from ERIC. For other "Beyond Blame" units, see SO 026 169, SO 026 183-184, and ED 413 249.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Antisocial Behavior; Conflict Resolution; Grade 4; Grade 5; Intermediate Grades; *Mass Media; *Mass Media Effects; Mass Media Role; *Media Research; Prosocial Behavior; *Violence

This guide provides an approach for teachers of grades 4-5 to teach media literacy and promote an informed public conversation about the impact of violent imagery in our culture today. Five key goals govern the program: (1) to reduce exposure to media violence; (2) to change the impact of violent images that are seen; (3) to locate and explore alternatives to media that focus on violence to solve conflict; (4) to uncover and challenge the cultural, economic, and political supports for media violence; and (5) to introduce skills of media advocacy and organizing for change. The lessons in this guide include: (1) "What Are You Watching?" (2) What's Missing from Media Violence?" (3) "Why is Everyone Watching?" (4) "Violence Doesn't Solve Problems, It Causes Them" (5) "How Much Violence Do You Watch?" (6) "What's the Big Deal?" (7) "What Makes a 'True' Hero?" and (8) "Sharing What You have Learned." Seventeen reproducible worksheets accompany the lessons. (EH)

ED 460 878   SO 026 183

English, Jill; Levin, P. Rachel
Beyond Blame: Challenging Violence in the Media. Teacher's Guide C: Middle School Classes and Groups (Grades 6 through 8).
PUB DATE- 95
NOTE- 62p.; For other "Beyond Blame" units, see SO 026 169, SO 026 182, SO 026 184, and ED 413 249. Videotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Antisocial Behavior; Community Cooperation; Conflict Resolution; Crime; Critical Thinking; Elementary Secondary Education; Family School Relationship; Grade 6; Grade 7; Grade 8; *Mass Media; *Mass Media Effects; Mass Media Role; *Media Research; Middle Schools; Partnerships in Education; Prosocial Behavior; *School Community Relationship; Social Studies; *Television; Television Research; *Violence

This teacher's guide provides an approach for teachers of grades 6-8 to teach media literacy and promote an informed public conversation about the impact of violent imagery in the culture today. Five key goals govern the program: (1) to reduce exposure to media violence; (2) to change the impact of violent images that are seen; (3) to locate and explore alternatives to media that focus on violence to solve conflict; (4) to uncover and challenge the cultural, economic, and political supports for media violence; and (5) to introduce skills of media advocacy and organizing for change. The lessons in this guide include: (1) "What Are You Watching?" (2) "Why Is Everyone Watching?" (3) "Violence Doesn't Solve Problems, It Causes Them" (4) "Heroes and Heroines: Who's Real? Who's Fake?" (5) "How Much Violence Do You Watch?" (6) "What's the Big Deal? Four Effects of Viewing Media Violence" (7) "Who's

Field, Sherry L.; Labbo, Linda D.
Children in Japan at Home and at School. For Students in Kindergarten-Second Grade. Instructional Materials about Japan (IMAJ).
SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE- 96
NOTE- 78p.; Printing courtesy of Georgia Power Company. Grant also provided by the Japanese Chamber of Commerce of Georgia. Photographs may not produce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; Cultural Awareness; Foreign Countries; Instructional Materials; *Japanese Culture; Multicultural Education; Non Western Civilization; Primary Education; Social Studies
IDENTIFIERS- *Japan

This manual provides accurate, up-to-date information about contemporary life in Japan and provides opportunities for students to develop cross-cultural awareness. The content of the lessons includes concepts traditionally taught in elementary school social studies programs. Lessons provide multiple opportunities for students to develop a variety of research and critical thinking skills. The manual is divided into seven topics with two to three lesson plans under each topic. Topics include: (1) "Introducing Japan"; (2) "Japan at Home"; (3) "Japan at Play"; (4) "Japan at School"; (5) "Japan at Meal Time"; (6) "Japan at Work"; and (7) "Japan on the Go." (EH)

ED 460 902 SO 029 295

Field, Sherry L.; Labbo, Linda D.
Picturing Life in Japan. For Students in Grades Three through Five. Instructional Materials about Japan (IMAJ).
SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE- 96
NOTE- 116p.; Printing courtesy of Georgia Power Company. Grant also provided by the Japanese Chamber of Commerce of Georgia. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; Cultural Awareness; Elementary Education; Foreign Countries; Grade 3; Grade 4; Grade 5; Instructional Materials; *Japanese Culture; Multicultural Education; Non Western Civilization; *Social Studies
IDENTIFIERS- *Japan

This manual provides accurate, up-to-date information about contemporary life in Japan and provides opportunities for students to develop cross-cultural awareness. The content of the lessons includes concepts traditionally taught in elementary school social studies programs. Lessons provide multiple opportunities for students to develop a variety of research and critical thinking skills. The manual is divided into seven topics with two to four lesson plans under each topic. Topics include: (1) "Geography of Japan"; (2) "Contemporary Life in Japan"; (3) "Arts and Recreation in Japan"; (4) "Language in Japan"; (5) "Social Organization in

Studies; Teaching Guides; Thematic Approach
IDENTIFIERS- *Economic Concepts; *Personal Finance

Developing financial fitness requires first developing a knowledge base and then applying it. This teacher guide and student storybook package focuses on personal finance skills for primary school students in grades K-2. The teacher guide contains 16 lessons divided into the 5 theme areas of earning an income, saving, spending, borrowing, and managing money. Each lesson, if fully implemented, will generally take two class periods. Most lessons in the guide include two to three major activities besides the "Warm-up" (Introduction) and the "Cool Down" (summary and review). Activities are categorized as those suitable for all students at grades K-2 and those that may be challenging for some students at the K-2 level. For each lesson, there is a story found in the student storybook "Penny and Nicholas: The Pocket Power Kids" that the teacher reads to the students. The storybook presents 16 sequential stories that also can be used individually. Besides the fitness focus, the guide's materials are based on the National Council on Economic Education's Voluntary National Content Standards for Economics. Crosstraining activities are an integral part of the materials for grades K-2. The teacher guide lists equipment needed, gives student objectives, and provides a lesson description. (Contains a language arts matrix, a mathematics matrix, an economics matrix, and a personal finance matrix at the beginning of the guide.) (BT)

ED 460 924 SO 033 539

Suiter, Mary C.
Steps to Financial Fitness, Grades 3-5. Teacher Guide and Student Workouts. Financial Fitness for Life.
SPONS. AGENCY- Bank of America Foundation.
PUB DATE- 01
NOTE- 258p.; Parent guides designed to enhance these guides are available to order online.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Consumer Education; *Decision Making; *Economics Education; Elementary Education; Grade 3; Grade 4; Grade 5; Lesson Plans; *Money Management; *National Standards; *Social Studies; Teaching Guides; Thematic Approach
IDENTIFIERS- *Economic Concepts; *Personal Finance

Developing financial fitness requires developing a knowledge base and then applying it. This teacher guide and student workouts package contains 15 lessons from students at grades 3-5, divided into 4 theme areas of earning and income, saving, spending and borrowing, and managing money. The development of knowledge for use in the everyday life of students is a main goal of the lessons in this guide. Besides the fitness focus, the materials are based on the National Council on Economic Education's Voluntary National Content Standards for Economics. Assessment questions are provided at the end of each theme. Nine lessons in the guide are estimated to take one to two class periods, while the other six generally take between two to four class periods. The activities are categorized as those that are suitable for all students at grades 3-5 and those that may be challenging for some students at the 3-5 grade level. All the lessons focus on having students do various activities and think about or reflect upon their actions. The teacher guide provides a lesson description and background, lists equipment needed, and gives student objectives. It includes sheets. Teacher and student evaluation forms are included in the packet. (SM)

ED 460 943 SP 038 400

Walters, Toni S., Comp.; Webster, Paula P., Comp.; Cramer, Amy R., Comp.
A Never Ending...Never Done...Bibliography of Multicultural Literature for Younger & Older Children. Second Edition.
PUB DATE- 98
NOTE- 139p.; For the first edition, see ED 407 388.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Literature; *American Indians; *Asian Americans; Black Literature; *Blacks; *Childrens Literature; Diversity (Student); Elementary Secondary Education; *Hispanic Americans; *Multicultural Education
IDENTIFIERS- Asian American Literature; *Multicultural Literature

This bibliography of multicultural children's literature emphasizes a range of authentic voices, with respect for some realistic voices for African Americans, Asian Americans, Latina/o Americans, and Native Americans. The over 1,400 titles for younger and older children more than double the number of selections in the first edition. An introduction introduces the first and second editions of the book. The first section, African Americans, presents "Books by African Americans and Other Africans in Diaspora," "African American and Other African Diaspora Authors," "Books by Caribbean Writers and Illustrators in Diaspora," and "The Caribbean and Its People in Literature--Caribbean Writers." The second section, Asian Americans, presents "Books by Asian Americans" and Asians and a "List of Asian Americans and Other Asian Diaspora Authors with Writing in English." The third section, Latino Americans, presents "Books by Latinos about Latinos" and "Books by Writers/Artists of the Three Largest Latino Groups: Puerto Ricans, Mexican-Americans/Chicanos, and Cuban-Americans." The fourth section, Native Americans, presents "Books by Native Americans about Native Americans" and a "List of Native American Authors." The three appendixes present multiethnic/multicultural literature references and analyses, voices, and sources that sell multiethnic/multicultural books. (SM)

ED 460 944 SP 038 416

Ayres, Paul; Dinham, Steve; Sawyer, Wayne
Successful Teaching in the NSW Higher School Certificate: Summary of a Research Report for the NSW Department of Education and Training.
SPONS. AGENCY- New South Wales Dept. of Education and Training, Sydney (Australia).
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; *Teacher Certification; Teacher Characteristics; Teacher Competencies; *Teacher Effectiveness; Teacher Improvement; Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- *Australia (New South Wales)

strategies that were consistent with previous research done in this area. These psychometric assessments provide evidence for the usefulness of the AVSI in measuring self-regulatory actions related to maintaining effort and motivation on goal-directed activity. (Contains 6 tables and 32 references.) (SLD)

ED 460 963   TM 029 977

Coley, Richard J., Ed.
Opportunity Offered--Opportunity Taken: Course-Taking in American High Schools.
PUB DATE- 99
NOTE- 10p.; Theme issue. Condensation of "Course-Taking in American High Schools: Opportunity Offered--Opportunity Taken" by Jeremy D. Finn.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Course Selection (Students); *High School Students; High Schools; Mathematics Education; Private Schools; Public Schools; Racial Differences; Required Courses; Rural Schools; Science Education; Second Language Learning; Sex Differences; Small Schools; Socioeconomic Status

The courses U.S. high school students select, differences in course offerings across different types of schools, and course-taking patterns by race, gender, and socioeconomic status were studied. In general, the study found that public, secular private, and Catholic schools were more similar than different in their course offerings. Most striking was the relative lack of advanced course offerings in science and foreign languages, especially among secular private schools. Just under half of all schools require 3 or more years of mathematics, and only 32% of public high school students took 3 years of mathematics. One-fifth of all students took no coursework in foreign languages. In general, across mathematics, science, and foreign languages, students in private schools took more courses than students in public schools, but there were no significant differences in course selection among school types. The breadth and depth of course offerings were consistently lacking in schools in small and rural communities, and problems were also found in low socioeconomic status schools. African American and Hispanic students tended to take fewer mathematics, science, and foreign language courses. Student tracking had a strong and consistent effect on course-taking. Students in non-academic tracks did not take an extensive coursework, or as much advanced coursework, as students in academic tracks. Tracking is clearly detrimental to the selection of higher-level courses. Increased graduation requirements had more effect on basic than on advanced coursework. Implications for educational improvement are discussed. (Contains two figures and one table.) (SLD)

ED 460 964   TM 030 060

Results of the Cognitive Skills Assessment Battery (CSAB), 1998. Data Update.
PUB DATE- 98
NOTE- 31p.; Prepared by the South Carolina State Department of Education, Divisions of Development and Education Initiatives/Office of Research and Assessment.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

large central cities. Gaps in achievement that show up in the preschool years continue through the high school years. Data show that African American students are over-represented in special education, and that they may leave school at higher rates than their White counterparts. African Americans are also under-represented among public school teachers and principals, and there is some evidence that they are less well prepared and receive less support for inservice and professional development activities. (Contains 22 figures.) (SLD)

ED 460 982 UD 032 532

Nettles, Michael T.; Perna, Laura W.
The African American Education Data Book. Volume III: The Transition from School to College and School to Work. Executive Summary.
PUB DATE- 97
NOTE- 23p.; For Volume I and II Executive Summaries, see ED 406 870 and UD 032 531.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; College Bound Students; College Entrance Examinations; *College Graduates; *Education Work Relationship; *Educational Attainment; *High School Graduates; Higher Education; Military Personnel; National Surveys; *Transitional Programs
IDENTIFIERS- *African Americans

This executive summary completes the three-volume set depicting the educational experiences of African Americans from preschool through adulthood. Like Volumes I and II, Volume III records the African American educational progress that has previously existed only in a multitude of places, including research and Census databases, at testing companies, and inside schools, colleges, and universities. Bringing these data together makes it possible to plan research agendas and make policy decisions based on recent and accurate data. Volume II concentrates on the transition from school to college and the subsequent transition from college to work. The data also make some conclusions about African American education possible. African Americans continue to be under-represented among those taking undergraduate admissions tests relative to their representation in the traditional college-age populations. They score below their white counterparts on admissions tests, in part because high school curricular choices appear to limit their success. The majority of African American undergraduate admissions test takers are female, a precursor to the gender gap in postsecondary educational enrollments and degree completions. Educational aspirations increased between 1980 and 1990 for both African Americans and Whites, but on-time high school completions were substantially lower for African Americans. In fact, African Americans are much less likely than Whites to attain the levels of education to which they had once aspired. A number of other findings complete the picture of African American education. (Contains 14 figures.) (SLD)

ED 460 983 UD 032 538

Thomas, Alice P., Ed.
Plain Talk about K.I.D.S. (Kids Inclined toward Difficulty in School). A Summit on Learning Disorders: Transforming Crisis into Success. Proceedings (New Orleans, Louisiana, January 18-

used to prepare a consolidated plan for development or change and to print maps of aspects of the area. Appendixes contain a description of regional geographic files and an answer sheet for exercises in the text. An attachment introduces the software. (SLD)

ED 461 001 UD 033 070

National Youth Gang Survey, 1996. OJJDP Summary.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Delinquency; Group Membership; *Juvenile Gangs; Law Enforcement; *Minority Groups; National Surveys; Questionnaires; Tables (Data); Urban Areas; *Urban Youth

The 1996 National Youth Gang Survey was the largest of its type ever conducted, and the results are representative of the United States as a whole. Almost 5,000 law enforcement agencies were surveyed, and more than 80% of the sample responded. Agencies in all large cities, and a random sample of smaller cities were included, as were suburban counties and a random sample of rural counties. Survey recipients were asked questions about youth gangs in their jurisdictions. Results indicate that there were 4,824 jurisdictions throughout the United States with active youth gangs in 1996. It was projected that 30,818 gangs and 846,428 gang members were active in these jurisdictions. Gang activity was reported in 74% of large cities, 57% of suburban counties, 34% of small cities, and 25% of rural counties. The vast majority of gang members were reported to be from 15 to 24 years of age. Males were substantially more involved in gang activity than their female counterparts, with females representing only about 10% of gang members. Nationwide, Caucasians accounted for 14% of all gang members, with Hispanic and African American gang members constituting the majority, especially in the large cities. Gang members were involved in a significant amount of crime, but the degree of involvement and type varied by area and population. Results indicate the substantial size of the youth gang problem in the United States. Twelve appendixes contain supplemental information about gang membership and activity and the survey forms. (Contains 36 tables, 19 figures, and 35 references.) (SLD)

ED 461 002 UD 033 074

Catterall, James S.; Dreyfus, Jeanne P.; DeJarnette, Karen G.
How Can "Different Ways of Knowing" Impact a Learning Community? Summary of the Rosemead School District 1994-95 Evaluation Report.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Community Development; *Curriculum; Elementary Secondary Education; Interdisciplinary Approach; *Partnerships in Education; *Professional Development; Program Evaluation; *Social Studies; Student Attitudes; Teacher Attitudes

development. El-barta works closely with community organizations through its six departments--health, education, food security, communications, finance, and administration--and links its interventions to the communities through three main community groups: focus groups, function committees, and opinion leaders. Chapters 2 through 5 examine different aspects of the El-barta project, showing how they are tied together in an integrated program: (1) early childhood development program, building on positive traditional child-rearing practices and facilitating the development of community day care centers; (2) health interventions, including medical care, maternal-child health, nutrition, personal hygiene, and safe home environment; (3) food security interventions, including drought preparedness, improved food practices, and income generating activities; and (4) further education interventions, including out-of-school programming and adult literacy training. Chapter 6 details some of the obstacles to program implementation and identifies potential goals for further enhancing early childhood development. The report concludes by asserting that it is critical to have an integrated program when working in a harsh environment and imperative to keep as many good traditional practices as possible for a society in transition from traditional to modern ways of life. (KB)

ED 460 779 PS 030 047

Williams, Doris K.
Grandparents: Raising Our Children's Children.
PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Caregiver Child Relationship; Child Rearing; *Children; Coping; Emotional Adjustment; Family Relationship; *Grandchildren; *Grandparents; *Grandparents Raising Grandchildren
IDENTIFIERS- Grandparent Attitudes; Grandparent Grandchild Relationship; Grandparent Responsibility; Grandparent Role

Noting that the number of grandparent-led families is increasing in the United States and that raising one's grandchildren can and should be a positive experience, this book is designed as a handbook for both grandparents and the professionals who advise them. Chapter 1, "Parenting Again," provides a checklist for the parenting grandparent related to adapting to their new role and responsibilities. Chapter 2, "Can I Do This?" encourages grandparents to examine their style of parenting and their feelings about parenting again, and discusses the role of age in parenting, the impact of parenting on one's marriage, and other adjustment issues. Chapter 3, "Parenting Two Generations of Kids," concerns helping grandchildren to adjust to the new family situation, relating to adult children, and dealing with children's feelings about the "loss" of their parents. Chapter 4, "Parenting Again: Different than Before," highlights the importance of having a positive attitude, communicating with other family members, relying on one's experience, protecting the grandchildren, and dealing with common behavioral and learning problems. Chapter 5, "It's Expensive," describes the cost of raising a child and provides information on applying for public and private financial assistance. Chapter 6, "Legal Issues," describes grandparents' legal rights and defines basic

Literature. A Pathfinder" (Rex Pyle); (9) "Fetal Alcohol Syndrome: Resources Available on the Internet. A Pathfinder" (Arlene Lucio); and (10) "A Pathfinder on Medicinal Plants" (Kierstin Child). (SV)

ED 460 797 RC 021 627

Roy, Loriene, Comp.
Native American Cultural Groups.
PUB DATE- 97
NOTE- 143p.; In: Pathfinders for Four Directions: An Indigenous Educational Model; see RC 021 622. Nine pages contain light or broken type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian History; American Indian Literature; *American Indians; Cultural Background; Cultural Education; Elementary Secondary Education; Foreign Countries; *Information Sources; Internet; Maori (People); *Search Strategies; *Tribes
IDENTIFIERS- *Native Americans

Part of a larger report on the Four Directions Project, an American Indian technology innovation project, this section includes 13 "pathfinders" to locating information on Native American and other indigenous cultural groups. The pathfinders were designed by students in the Graduate School of Library and Information Science at the University of Texas at Austin in response to specific requests by educators in reservation schools. The pathfinders are bibliographic instructional aids that outline methods to locate information on topics of interest to a particular client. Each pathfinder includes an introduction that describes the nature of the topic, scope of the pathfinder, assessment of client needs, and steps taken in identifying and evaluating relevant resources; an annotated bibliography of 15-25 resources, including print reference works, monographs, indexes, journal titles, electronic resources, and organizations; and the pathfinder proper, a guide to locating resources on the topic. The pathfinders are: (1) "Cheyenne Culture: Pathfinder" (Wade E. Osburn); (2) "Lakota Sioux Pathfinder" (Timothy Bullard); (3) "Introduction to the Maori Culture: A Pathfinder" (Candice Weaver); (4) "Introduction to the Navajo Culture: A Pathfinder" (Jeffrey A. Sewell); (5) "Information on Early Navajo Leaders in the 1800s" (Michelle Beattie); (6) "Introduction to the Oneida Culture: People of the Standing Stone. A Pathfinder" (Rex G. Pyle); (7) "Introduction to Penobscot Culture: A Pathfinder" (Christina Holmes); (8) "Introduction to Potawatomi Culture: A Pathfinder" (Britt A. Johnsen); (9) "Introduction to the Culture of Santa Clara Pueblo: A Pathfinder" (Lisa Bier); (10) "An Introduction to Seminole Culture: A Pathfinder" (Arlene Lucio); (11) "History of Animals in the Seminole Culture: A Pathfinder" (Jeffrey A. Sewell); (12) "Seminole Wars (1815-1900): A Pathfinder. For 6th-8th Grade Students and Their Teachers of the Ahfachkee School, Big Cypress Reservation, Clewiston, Florida" (Jennifer M. Payne); and (13) "Twentieth Century History of the Seminole Indians: A Pathfinder" (Michelle L. Gonzales). (SV)

ED 460 798 RC 021 675

recommendations for the Minnesota legislature and focuses on funding and policy direction. Sections III and IV identify priority audiences and provide related background information, needs, partnership strategies, and environmental education strategies for the following groups: preK-12 students, higher education students, government officials and boards, consumers, producers/landowners, regulated community, business community, outdoor recreational resource users, citizen and youth groups, and religious groups. In addition, the ten year work plan for the Office of Environmental Education and the Environmental Education Advisory Board is outlined. Section V contains guidelines for providing programs for people from specific cultural or demographic backgrounds and for people with varying abilities. Section VI profiles providers of environmental education in Minnesota. Section VII discusses the continuing planning and evaluation process. (LZ)

ED 460 816 SE 056 683

Haggerty, Sharon, Ed.; Holmes, Ann, Ed.
Transforming Science and Technology: Our Future Depends on It. Volume 1 and Volume 2: Proceedings and Contributions to the International Gender and Science and Technology Conference (7th, Waterloo, Ontario, Canada, July 31-August 5, 1993) = Transformer les sciences et la technologie: notre avenir en depend. Volume 1 and Volume 2. Les soumissions a la septieme conference internationale sur l'equite des sexes en science et en technologie (du 31 juillet au 5 aout 1993).
SPONS. AGENCY- Ontario Women's Directorate, Ottawa.; Waterloo Univ. (Ontario).
PUB DATE- 93
NOTE- 1144p.; For volume 3, see SE 056 685.
LANGUAGE- English; French
EDRS Price- MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Elementary Secondary Education; *Equal Education; *Females; Higher Education; *Science Education; *Technology Education

This two-volume set of papers was produced for the seventh International Gender and Science and Technology (GASTA) Conference. Abstracts of all papers and other presentations have been translated and are published in both English and French. Papers are published in the language in which they were submitted (English or French). GASAT provides a forum for individuals and organizations concerned about the inclusion of girls and women in the world of science and technology, from early childhood to work environments. Volume 1 includes the contributions which are concerned with schooling, including early childhood and those related to the workplace. It contains 53 papers, 6 symposia, 16 roundtables, and 14 workshops representing innovating intervention projects, research findings, evaluative syntheses of interventions, and critical research reviews. Volume 2 contains 60 papers, 5 symposia, 3 roundtables, and 4 workshops representing innovating intervention projects, research findings, evaluative synthesis of interventions, and critical reviews for post-secondary education and living in a world community. (MKR)

ED 460 817 SE 056 685

Haggerty, Sharon, Ed.; Holmes, Ann, Ed.
Transforming Science and Technology: Our Future Depends on It.

DESCRIPTORS- Educational Change; Educational Research; Elementary Education; *Environmental Education; Foreign Countries; *Research Methodology; Research Problems; Teacher Education; Teaching Methods

IDENTIFIERS- Australia (New South Wales)

Environmental education is mandatory in the New South Wales, Australian curriculum and yet the research to date shows that while some teachers include environmental education in their programs, many do not. It is argued in this paper that the problems in environmental education require research for their solution. This paper intends to make a contribution to such research and thereby contribute to an improvement in the teaching and learning of environmental education. This paper reports on one teacher's self-study of teaching practices as informed by students involved in teacher education and by these students' experiences in the classroom. The paper discusses theories were tested and eventually used to build a more adequate theory. It explains how initially a socially critical theory was adopted as the preferred theory to solve problems identified, but that during the course of the study it was realized that while socially critical theory was useful in identifying problems it did not provide solutions to the problems. To this end the paper discusses the adoption of a problem-based methodology (Robinson, 1993) which provides both a research methodology to investigate practice and intervention strategies to assist teachers in solving their professional problems. (Author/MA)

ED 460 839 SE 062 663

Thompson, Malcolm H.; Rameau, Jonathan D.

Stephen Hawking's Universe. Teacher's Guide.

SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.; Arthur Vining Davis Foundations, Miami, FL.; Corporation for Public Broadcasting, Washington, DC.

PUB DATE- 97

NOTE- 13p.; Also made possible by AMGEN. "Stephen Hawking's Universe" is a Thirteen/WNET/Uden Associates/David Filkin Enterprises coproduction with BBC-TV. Videotape not available from ERIC.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Astronomy; Earth Science; Educational Television; Higher Education; *Matter; Nuclear Physics; Physics; Science Activities; Science Education; *Scientific Concepts; Scientific Principles; Secondary Education; Solar System; Space Exploration; *Space Sciences; *Stars; Teaching Guides

IDENTIFIERS- Big Bang Theory; Black Holes; *Cosmology; *Hawking (Stephen)

This program guide is meant to help teachers assist their students in viewing the six-part public television series, "Stephen Hawking's Universe." The guide features program summaries that give background information and brief synopses of the programs; previewing activities that familiarize students with the subject; vocabulary that gives definitions of the terms used in each program; postviewing activities that require students to use mathematics, research, and writing skills to examine issues and ideas discussed in the program; biographies of important figures in the history of cosmology; and Web sites on related topics. The first program in this series, "Seeing Is Believing," shows the radical revisions that have taken place in cosmology over the last two thousand years.

ED 460 857   SE 065 673

Burke, Garfield, Jr.
Computers and Calculators in Schools: A Status Report.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Calculators; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Mathematics Education
IDENTIFIERS- National Council of Teachers of Mathematics

A position statement on the use of calculators was published in 1991 in which the NCTM (National Council of Teachers of Mathematics) strongly urged that calculator usage be promoted by school districts, teachers at every level, authors, and educators. In the 2000 publication of Principles and Standards for School Mathematics, NCTM noted that "Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning." In view of NCTM's position on computer and calculator use, there is a need to know how available computers and calculators are in schools, how they are being used, and to what extent. Based on a literature review, the paper reveals that the number of computers and calculators in the schools has grown and will continue to grow and the computers that are now in the schools are not being fully utilized. Text processing tools appeared to be the most common use of computers in school. Calculators appeared to be used mostly for checking paper-and-pencil calculations, developing skills at estimation, and problem solving. Several studies found that teacher training was an important factor in computer use and the fear that traditional skills would not be learned was an important factor in calculator use. Results of the literature review strongly suggest that computers and calculators have been forcing curriculum planners to critically examine the content and methods of teaching secondary school mathematics. Too many teachers are not adequately trained in technology integration or in favor of unrestricted use of calculators. (Contains 18 references.) (MM)

ED 460 858   SE 065 674

Ahtee, Maija, Ed.; Bjorkqvist, Ole, Ed.; Pehkonen, Erkki, Ed.; Vatanen, Virpi, Ed.
Research on Mathematics and Science Education: From Beliefs to Cognition, from Problem Solving to Understanding.
SPONS. AGENCY- Ministry of Education, Helsinki (Finland).
PUB DATE- 01
NOTE- 136p.; A joint project of the Finnish Association for Research in Mathematics and Science Education and the Finnish Graduate School of Mathematics, Physics and Chemistry Education.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Chemistry; *Concept Formation; Elementary Education; Elementary School Teachers; *Mathematics Education; *Physics; *Problem Solving; *Science Education

This book contains selected research papers presented at seminars held throughout the year 2000 in Finland by members of the Finnish Association for Research in Mathematics and Science Education (FARMSE) and students at the Finnish Graduate School of Mathematics, Physics, and Chemistry Education. This volume

Responsible?"; and (8) "Sharing What You Have Learned." Twenty reproducible worksheets accompany the lessons. (EH)

ED 460 879 SO 026 184

Osborn, Barbara Bliss
Beyond Blame: Challenging Violence in the Media. Leader's Guide D: Teen/Adult Classes and Groups.
PUB DATE- 95
NOTE- 54p.; For other "Beyond Blame" units, see SO 026 169, SO 026 182-183; and ED 413 249. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Antisocial Behavior; Conflict Resolution; High Schools; *Mass Media; *Mass Media Effects; Mass Media Role; *Media Research; Prosocial Behavior; *Violence

This guide provides an approach for high school educators and instructors of adult learners to teach media literacy and promote an informed public conversation about the impact of violent imagery in the culture today. Five key goals govern the program: (1) to reduce exposure to media violence; (2) to change the impact of violent images that are seen; (3) to locate and explore alternatives to media that focus on violence to solve conflict; (4) to uncover and challenge the cultural, economic, and political supports for media violence; and (5) to introduce skills of media advocacy and organizing for change. The lessons in this guide include: (1) "What Do People Believe about Media Violence?" (2) "Where Do You Stand on Media Violence?" (3) "The News: If It Bleeds, It Leads" (4) "Sports, Sportsmanship and the Media"; (5) "Damsels in Distress: Women and Violence"; (6) "Media Heroes, Real Heroes"; and (7) Private Gain or Public Good?" Eleven reproducible handouts accompany the lessons. (EH)

ED 460 880 SO 026 217

Being an American: Citizenship and the Constitution Today. A Discussion Program. Abridged Unit 4. The Constitution: Let's Talk about It.
PUB DATE- 91
NOTE- 27p.; Produced under contract to DUAL & Associates, Inc., Arlington, VA. Contributors include: Center for Applied Linguistics, Corporate Response Group, American Bar Association, American Association of Adult and Continuing Education, and the National Council on the Aging, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Civics; Community Responsibility; *Democratic Values; Elementary Education; Instructional Materials; *Law Related Education; Public Service; Social Responsibility; *Social Studies
IDENTIFIERS- *United States Constitution

This unit examines the responsibilities of being a U.S. citizen. It surveys the need for the participation of all citizens in the governing of the United States. Lessons explain that while the United States Constitution does not require the people of the United States to be good citizens, citizens need to work hard in order to stay free. The unit argues that, for U.S. citizens, the idea of freedom necessitates: voting for the

Japan"; (6) "Economics in Japan"; and (7) "Education in Japan." (EH)

ED 460 903 SO 029 296

Blankenship, Glen; Edwards, Barbara; Hutchenson, Gwen; Moffitt, Louisa; Ratliff, Penny
Japan: The Land and Its People. For Students in Grades Six and Seven. Instructional Materials about Japan (IMAJ).
SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE- 96
NOTE- 129p.; Printing courtesy of Georgia Power Company. Grant also provided by the Japanese Chamber of Commerce of Georgia. Louisa Moffitt edited the revised edition. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; Cultural Awareness; Foreign Countries; Instructional Materials; Intermediate Grades; *Japanese Culture; Junior High Schools; Multicultural Education; Non Western Civilization; Social Studies
IDENTIFIERS- *Japan

This manual provides suggestions and materials for teaching about Japan. Designed as a supplement to typical textbook treatments, the lessons provide a range of readings, visuals, and activities to enrich and deepen student learning about Japan. Organized around topics dealing with history, geography, government, economics, and culture, the lessons provide teachers with flexibility of selecting and adapting lessons for specific classroom settings. Each lesson begins with an outline for teaching that includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This packet of materials contains most of the materials needed for implementation. The manual is divided into nine topics with two to four lesson plans under each topic. Topics include: (1) "Introducing Japan"; (2) "Locating Japan"; (3) "Geography of Japan"; (4) "History of Japan"; (5) "The Japanese People"; (6) "The Japanese Language"; (7) "The Arts in Japan"; (8) "Japanese Holidays and Symbols"; and (9) "Modern Japan." (EH)

ED 460 904 SO 029 297

Haywood, Jane; Morgan, Nancy
Japan and Georgia: Economic Partners. For Students in Grade Eight. Instructional Materials about Japan (IMAJ).
SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE- 96
NOTE- 62p.; Printing courtesy of Georgia Power Company. Grant also provided by the Japanese Chamber of Commerce of Georgia. Louisa Moffitt edited the revised edition. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Cultural Awareness; Foreign Countries; Grade 8; Instructional Materials; *Japanese Culture; Junior High Schools; Multicultural Education; Non Western Civilization; Social Studies

activity sheets and visuals for the lessons and cross training activities, an integral part of the curriculum. (Contains a language arts matrix, a mathematics matrix, an economics matrix, and a personal finance management guidelines matrix at the beginning of the guide.) (BT)

ED 460 925 SO 033 541

Flowers, Barbara; Gallaher, Sheryl Szot
Shaping up Your Financial Future, Grades 6-8. Teacher Guide and Student Workouts. Financial Fitness for Life.
SPONS. AGENCY- Bank of America Foundation.
PUB DATE- 01
NOTE- 366p.; Parent guides designed to enhance these guides are available to order online.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Education; Credit (Finance); *Economics; *Economics Education; Income; Middle Schools; *Money Management; Social Studies; Teaching Guides; Thematic Approach
IDENTIFIERS- *Consumer Skills; Economic Concepts; *Personal Finance

Middle school students enjoy personal finance because it involves making decisions about their lives, both in the present and in the future. This teacher's guide and student workouts package consists of 17 economics lessons for students at grades 6-8 that are divided into 5 theme areas: the economic way of thinking; earning an income; saving; spending and using credit; and managing money. Lessons include making better decisions for earning income, spending, borrowing, investing, and managing money. The guide's overall theme is financial fitness and the development of knowledge for use in everyday life. Each lesson includes a description, background, a list of necessary overhead transparencies and other items, economic and personal finance concepts, time required for the lesson, warm up ideas, exercises, cool down ideas, assessments, and other training equipment. A mathematics matrix, an economics matrix, and a personal finance matrix are provided at the beginning of the guide. (BT)

ED 460 926 SO 033 542

George, Michelle; Mitofsky, Jan; Peter, Mary Beth
Improving Student Interest in Social Studies through the Use of Multiple Intelligences.
PUB DATE- 01
NOTE- 39p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Classroom Techniques; Elementary Education; Grade 1; Grade 4; *Instructional Innovation; Intervention; *Multiple Intelligences; *Social Studies; Student Attitudes
IDENTIFIERS- Illinois

This report describes the development and implementation of an intervention for improving students' interest and academic achievement in social studies. The targeted population consisted of first and fourth grade students of different

This report presents information from a study of the Higher School Certificate (HSC) in New South Wales, Australia. The study investigated teaching strategies that led to success at the HSC. Researchers identified successful teachers, observed them teaching an HSC class, and followed up with an interview. Groups of ex-students also completed interviews. The results identified seven factors that contributed to HSC teaching success: (1) school background; (2) subject faculty; (3) teachers' personal qualities (orientation to subject, students, and work); (4) relationships with students; (5) teachers' professional development (networking, in-school professional development, development through experience, and out-of-school professional development); (6) resources and planning; and (7) teaching strategies (classroom climate, HSC focus, building understanding, note-making, writing essays and organizing information, questioning, assessment, and whole-class discussion, group work, and independent student activity). (Contains 10 references.) (SM)

ED 460 945   SP 038 481

Fit Kid Connection: A Nutrition Education Program for 7th and 8th Graders. Teacher's Workbook and Student's Workbook--Reproducible Handouts.
PUB DATE- 98
NOTE- 189p.; Prepared by the Ohio Nutrition Education & Training Program of the Ohio Department of Education. Videotape (contains 6 sessions; runs 60 minutes) that accompanies this kit is not available through ERIC.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; *Comprehensive School Health Education; *Eating Habits; Grade 7; Grade 8; Health Behavior; Health Promotion; Junior High School Students; Junior High Schools; *Nutrition Instruction; Physical Fitness; *Physical Health; Student Behavior

This educational kit includes a teacher's workbook, a student's workbook, 55 reproducible student handouts, and a 6-session, 60-minute videotape. The program complements the nutrition subject area of Ohio's Competency-Based Program in Health and Physical Education for grades 7-8. Activities are interdisciplinary and closely related to the 9th-grade Ohio Proficiency Test learning outcomes for science, mathematics, reading, writing, and citizenship. The program was developed in response to the overwhelming statistics on childhood obesity and as a means of disease prevention. The program rewards students for making positive behavior changes and helping their families make changes. It also rewards health teachers. The program's video is divided into the following six lessons: What is a Fit Kid?, Shop Smart, Smart Eating on the Run, Smart Moves, Getting the Competitive Edge, and How to Become a Fit Kid. Students learn that they can make healthy food choices that fit their lifestyle, they can become active in a fun way, and they can make the seven changes listed in their Fit Kid Contract to help them become a "Fit Kid." (SM)

ED 460 946   SP 038 551

Cunningham, Michael L.; Hardman, Teresa

(141)
DESCRIPTORS- *Elementary School Students; Ethnicity; *Grade 1; Kindergarten Children; Primary Education; *Racial Differences; *School Readiness; School Readiness Tests; Standards; State Programs; Student Evaluation; *Test Results; Testing Programs
IDENTIFIERS- *Cognitive Skills Assessment Battery; *South Carolina

The Cognitive Skills Assessment Battery (CSAB) measures student readiness to begin first grade. It is the assessment used by South Carolina to measure the readiness of each student and to plan an appropriate program for each child. In fall 1998, 81.2% of the first graders (43,568 of 53,640 students) met the readiness standard for South Carolina (a score of 88), a larger percentage than scored ready the preceding year. The percentage of first graders meeting the standard has increased 9.3 percentage points since 1995. Increases in students passing the state standard were noted for African American, White, but decreases were seen for Asian-American Hispanic and Native American students. Only 58.5% of Hispanic students met the standard, while 87.7% of White students met it. Females were more likely than males to meet the standard, and students who were not eligible for reduced-price lunch were more likely to meet the standard (89.4%) than those who were eligible for reduced price lunch (82.2%). In addition, students who attended kindergarten were more likely to meet the standard. Recommendations are made for increasing the numbers of students meeting the state readiness standard. (Contains 10 figures and 7 tables.) (SLD)

ED 460 965 TM 030 061

Klein, Stephen P.; Hamilton, Laura
Large-Scale Testing: Current Practices and New Directions.
PUB DATE- 99
NOTE- 49p.; An earlier version of this paper was prepared for the Consortium on Renewing Education, Peabody Center for Education Policy, Peabody College, Vanderbilt University, under a grant from the Ball Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Adaptive Testing; *Computer Assisted Testing; Criteria; *Educational Testing; Elementary Secondary Education; Internet; *National Competency Tests; Standardized Tests; Standards; *Test Use
IDENTIFIERS- *Large Scale Assessment; Large Scale Programs; National Assessment of Educational Progress

This paper reviews the salient characteristics of the current inventory of large-scale achievement tests, analyzes two recent proposals for creating a national testing program, and describes a new approach to statewide and nationwide testing that RAND is examining. Section 2 discusses the criteria typically used for evaluating large-scale testing programs, and section 3 considers current tests in light of the evaluation criteria. Section 4 describes the two methods proposed for obtaining valid measures of individual student achievement that can be used to monitor student progress relative to national standards: (1) linking existing state and local tests to the National Assessment of Educational Progress; and (2) the Voluntary National Test proposed by President Clinton. Section 5 presents a new and promising method, one based on using computerized adaptive tests delivered over the Internet. Section 6 summarizes the advantages of the proposed approach and notes issues that need to be resolved regarding its implementation. (Contains 55 references.) (Author/SLD)

20, 1995).
PUB DATE- 95
NOTE- 215p.; For the 1997 proceedings, see UD 032 539. A joint endeavor of the Louisiana Children's Research Center for Development and Learning, LSU Medical Center, New Orleans Adolescent Hospital, and Children's Hospital of New Orleans.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Attention Deficit Disorders; Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Health Programs; *High Risk Students; Juvenile Justice; *Learning Disabilities; Parent Participation; Special Education; Teaching Methods

The "Plain Talk about K.I.D.S. (Kids Inclined toward Difficulty in School)" summit on learning disorders was held in 1995 to bring together experts in the field of learning disorders to help disseminate the knowledge that will bring progress in the educational management of students who have difficulty in school. The first 10 chapters present papers from the conference, grouped into sections on health care, education, justice, and family. Chapters 11 and 12 present discussions among experts, focusing on collaborative management and national issues in the field. Chapters 13 through 17 present panel discussions on educational change, parent participation, the role of the arts, the role of health care, and justice. The 10 conference papers are: (1) "The Disabling of Labeling: A Phenomenological Approach to Understanding and Helping Children Who Have Learning Disorders" (Melvin D. Levine and Carl W. Schwartz); (2) "The Emotional Experience of Learning" (Edward M. Hallowell); (3) "Attention and Learning Problems: Strategies for Primary Care Physicians" (Gerard Ballanco); (4) "The Learning That Comes before Learning" (Betty Edwards); (5) "Pride, Intellect, Language, and Emotion: Reaching to the Heart, Teaching to the Head" (Priscilla Vail); (6) "The Language Continuum: Learning Language and Using Language To Learn, the Twin Tasks of Childhood" (Katharine G. Butler); (7) "Math: Identifying Problems and Effective Strategies" (Joyce Steeves); (8) "Making the Connections: Juvenile Justice and Learning Disorders" (Thomas P. McGee); (9) "Intrinsic, Extrinsic, and Educational Influences That Predispose a Child to Anomalous Development of Prosocial Behavior" (G. Emerson Dickman, III); and (10) "The Parents' Role: Things To Know and Ways To Help" (Alice P. Thomas and Ann Kornblett). Each paper contains references. (Contains six figures and four tables.) (SLD)

ED 460 984 UD 032 539

Thomas, Alice P., Ed.
Plain Talk about K.I.D.S. (Kids Inclined toward Difficulty in School). A Summit on Educational Change: Transforming Crisis into Success. Proceedings (New Orleans, Louisiana, March 3-5, 1997).
PUB DATE- 98
NOTE- 349p.; For the 1995 proceedings, see UD 032 538.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Attention Deficit Disorders; Class Size; Conferences; Delinquency; *Educational Change; Elementary Secondary Education; *High Risk Students; Juvenile Justice; *Learning Disabilities; Parent Participation; Special Education; *Teaching Methods

Since 1992, teachers in the Rosemead (California) school district, an urban district east of downtown Los Angeles, have been implementing "Different Ways of Knowing" (DWoK), an integrated interdisciplinary curriculum and teacher development program created by the Galef Institute of Los Angeles. DWoK has been implemented in the Rosemead school district in a partnership between the school district and the Galef Institute funded by the Stuart Foundations. This report is the executive summary of the 1994-95 evaluation report. The professional development activities of the partnerships were studied and the relationships between key partnership activities and key structural, behavioral, and learning outcomes were traced. The evaluation staff made 146 structured classroom observations during the school year. In addition Rosemead students and comparison-group students participated in attitude surveys and social studies content knowledge activities. Evaluation findings show that the partnership is achieving a coherent and sustained program of professional development through the DWoK model. Teaching practices show the effects of using DWoK materials and the effects of collaborative learning focused on thematic, integrated teaching. Students show continued advances in acquiring deep social studies content knowledge and positive achievement motivation that appear to be associated with the instructional environments and activities promoted by the DWoK-Rosemead partnership. (SLD)

legal relationships. Chapter 7, "Making a Choice," concerns the decision to parent or not parent one's grandchildren and provides resources to help grandparents make that decision. Chapter 8, "Where To Find Help," completes the book with a list of organizational, information, and Internet resources for grandparents raising their grandchildren. Each chapter contains references or resources for additional information. (KB)

ED 460 780 PS 030 064

De Mey, Wim, Ed.; Moens, Ellen, Ed.; Van Leeuwen, Karla, Ed.; Verhofstadt-Deneve, Leni, Ed.
Prevention of Antisocial Behavior: Starting at (Pre-)Conception? Tendencies in Care and Family Support = Preventie van antisociaal gedrag: Starten bij de (pre-)conceptie? Tendensen in hulpverlening en opvoeding sondersteuning aan gezinnen.
PUB DATE- 00
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Adoption; *Antisocial Behavior; *Behavior Problems; Child Abuse; Child Rearing; *Children; Day Care; Early Childhood Education; Family Programs; Foreign Countries; Immigrants; *Intervention; Multilingual Materials; Parent Education; *Prevention; Program Descriptions; Substance Abuse
IDENTIFIERS- Belgium; Family Support; International Adoption; Netherlands

Behavioral problems are the most common mental health problem in children and adolescents worldwide. For several decades there has been a growing body of scientific knowledge of the factors influencing the development of antisocial behavior. There are several intervention and prevention programs, the most effective of which activate parents, teachers, child care workers and educators in favor of the child. This book compiles articles on several such innovative ideas and programs. Most of the articles were written for the congress entitled "Prevention of Antisocial Behavior--Starting at (Pre-)Conception? Tendencies in Care and Family Support," organized by the Department of Development and Personality Psychology of the University of Ghent, in collaboration with the VBJK, a resource and training center for child care. The first part of the book concerns the more scientific and theoretical articles; the second part presents some clinical contributions. The articles, in either English or Flemish with English abstracts, are as follows: (1) "Parenting and Problem Behavior: Prevention Programs" (J. Janssens); (2) "When Children's Social Development Fails" (R.E. Tremblay); (3) "Early Intervention Foster Care: A Model for Preventing Risk in Young Children Who Have Been Maltreated" (P. Fisher, B.H. Ellis, and P. Chamberlain); (4) "The Initial Impact of the Fast Track Prevention Trial for Conduct Problems: The High Risk Sample" (J. Lochman, Conduct Problems Prevention Research Group); (5) "The SPRINT-Project: Preventive Interventions for Antisocial Youngsters" (W. Slot, Y. Duivenvoorden, M. Geeraets, B. Orobio de Castro, A. Afkirin, and M. Speekenbrink); (6) "An Ecological Approach to Family Intervention for Adolescent Substance Use" (T. Dishion and K. Kavanagh); (7) "Parenting in Flanders: Facts and Relationships" (K. Van Leeuwen); (8) "Parental Training" (J. Voets and L. Michielsen); (9) "The Lift Project" (W. De Mey); (10) "Five Years Families First in the Netherlands" (H. Jagers and M. van der Steege); (11) "'Crisishulp aan huis':

Cherokee Nation Education Services.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *American Indian Education; *Cherokee (Tribe); Educational Objectives; Elementary Secondary Education; Higher Education; Preschool Education; Program Descriptions; Service Learning; *Tribally Controlled Education; Vocational Education; Youth Programs

The Education Services Department of the Cherokee Nation develops and supports comprehensive educational programs for Cherokee people. This publication describes services in the following areas: education administration, higher education, adult education, co-partner programs, youth activities, Learn and Serve Program, Talking Leaves Job Corps, Sequoyah High School, and early childhood unit. Each section includes a mission statement, contact information, and activities provided by the program. The higher education program assists Cherokee students with college-related expenses by providing scholarship funding. Adult education addresses literacy and basic educational skills by providing classes for Indian adults who have not completed high school. The Johnson-O'Malley co-partner program provides a variety of activities that are designed to challenge American Indian students. Youth activities include the Cherokee Nation Tribal Youth Council, the Trail of Tears Awards for Excellence, and school and community programs. The Cherokee Nation Learn and Serve Program includes federally funded service-learning programs for youth in grades K-12. Funded by the U.S. Department of Labor, the Talking Leaves Job Corps provides opportunities for youth between the ages of 16 and 24. Sequoyah High School is a boarding school, originated in 1871, which provides a stable and controlled education environment. The early childhood unit provides home-based and center-based Head Start and Early Head Start programs. (CDS)

ED 460 799 RC 021 783

How To Know If All Students Are Being Served in Our School-to-Work System.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Diversity (Student); *Education Work Relationship; *Educational Policy; Elementary Secondary Education; *Equal Education; *Evaluation Criteria; Minority Groups; Nondiscriminatory Education; Program Design; Program Evaluation; Program Implementation
IDENTIFIERS- Antibias Practices; *Washington

The Washington state School-to-Work (STW) All Students/Special Populations Work Group developed a set of criteria to ensure equity in access, outreach, participation, and treatment for all students in the STW system. "All students and special populations" encompasses both male and female students; disadvantaged students with diverse racial, ethnic, or cultural backgrounds; American Indians; Alaska Natives; Native

and Technology Conference (7th, Waterloo, Ontario, Canada, July 31-August 5, 1993) = Transformer les sciences et la technologie: notre avenir en depend. Volume 3: Les Actes de la septieme conference internationale sur l'equite des sexes en sciences et en technologie (du 31 juillet au 5 aout 1993).
SPONS. AGENCY- Ontario Women's Directorate, Ottawa.; Waterloo Univ. (Ontario).
PUB DATE- 93
NOTE- 329p.; For volumes 1 and 2, see SE 056 683.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Conference Proceedings; Elementary Secondary Education; *Equal Education; *Females; Foreign Countries; Higher Education; *Science Education; *Technology Education

This book contains the opening address, 2 forums, 3 symposia, 10 roundtables, 6 workshops, 18 discussion summaries, 9 miscellaneous reports, overview of home groups, preparation for home group facilitator, call to action, proposal for GASA 8, and 4 appendices. GASAT (Gender and Science and Technology) provides a forum for individuals and organizations concerned about the inclusion of girls and women in the world of science and technology, from early childhood to work environments. The program of GASAT 7 focused on four major themes: (1) recruitment and retention of girls and women in science, engineering and technology; (2) developing a feminist perspective on science that recognizes the diversity of experiences of women, girls and indigenous peoples; (3) creating a more inviting climate for work and study and developing strategies for change; and (4) gender-sensitive science, engineering and technology curricula. (MKR)

ED 460 818 SE 056 753

Sheldon, Louisa; McCoy, Barbara; Leong, Kirsten; Wallace, Gwendolyn; Barwick, Allen; Reymund, Trudi
Smithsonian's NOAHS: Keepers of the Ark. The New Explorers.
SPONS. AGENCY- Hattie M. Strong Foundation, Washington, DC.; Department of Energy, Washington, DC.; Howard Hughes Medical Inst., Chevy Chase, MD.; Smithsonian Institution, Washington, DC. Office of Elementary and Secondary Education.; National Science Foundation, Washington, DC.
PUB DATE- 94
NOTE- 51p.; This publication was edited and designed by Fairfax County Public Schools. Support also provided by the Virginia Satellite Educational Network. Produced in association with public television series, "The New Explorers," a co-production of WTTW/Chicago and Kurtis Productions, Ltd. with funding from Amoco, Waste Management, Inc., and Duracell. Other contributing organizations include the Smithsonian's Women's Committee and The Smithsonian's Outreach Fund.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Animal Behavior; *Animal Caretakers; Environmental Education; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; Science Activities; *Wildlife; *Zoology; Zoos
IDENTIFIERS- Environmental Problems

The second, "The Big Bang," describes the controversies surrounding the big bang theory. The third, "Cosmic Alchemy," examines theories concerning the evolution of matter. The fourth, "On the Dark Side," views the role that cold, dark matter plays in the universe. The fifth, "Black Holes and Beyond," discusses the enigmatic objects that result from a star's catastrophic gravitational collapse. The final program, "An Answer to Everything," examines scientists' attempts to develop a complete theory of how the universe works. (WRM)

ED 460 840 SE 062 664

Grippo, Lois; Kelso, Richard
Healing and the Mind with Bill Moyers. Resource Materials.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 93
NOTE- 30p.; Poster and videotape are not available from ERIC. Funding provided by The Fetzer Institute; Mutual of America Life Insurance Company; and The Nathan Cummings Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Buddhism; Cancer; Chinese Culture; Educational Television; Foreign Countries; Health Education; Heart Disorders; High Schools; *Human Body; Medicine; *Meditation; Mysticism; Philosophy; *Physical Health; *Psychophysiology; Science Education; Social Studies; Spirituality; *Stress Variables; World Views
IDENTIFIERS- *Healing; New Age Thinking; *Nontraditional Medicine

This high school resource package for the public television series "Healing and the Mind with Bill Moyers" includes: (1) a teacher's guide that provides complete lesson plans for each program in the series; (2) a glossary that features definitions of the terms used in the series; (3) a bibliography containing books of interest to both teachers and students; (4) a resources section that provides a list of journals, teacher training workshops, and organizations that can offer more information on the topics presented in the series; and (5) student cards that can be duplicated and distributed to students and are designed to give additional information on a variety of subjects related to the programs. The first episode, "The Mystery of Chi," explores traditional Chinese medicine and its fusion with Western practices in modern China. The science of mind-body medicine is the subject of "The Mind Body Connection," which examines current scientific research in the field. The ways in which people are using Eastern meditation and group psychotherapy to improve the healing capacities within their bodies are explored in "Healing From Within." "The Art of Healing" examines how hospitals are instituting new models of medical care that can help patients become active participants in their own healing. The final program in the series, "Wounded Healers," visits Commonweal, a health education facility in northern California where people with cancer help each other to heal even though a cure may be impossible. (WRM)

ED 460 841 SE 062 674

Brown, Jordan
India: Land of the Tiger. Nature. Teacher's Guide.
SPONS. AGENCY- National Park Foundation, Washington, DC.; Teachers Insurance and Annuity Association, New York, NY.

also contains papers professor Laurence Viennot, Universite Paris VII, France and professor Georgios Tsaparlis, University of Ioannina, Greece, who gave lectures and workshops at the spring seminar of the Graduate School in Joensuu, Finland, and by professor Erikki Pehkonen, who gave a lecture at the summer seminar in Vaasa, Finland. Papers include: (1) "The Finnish Graduate School of Mathematics, Physics and Chemistry Education" (Maija Ahte and Virpi Vatanen); (2) "A Hidden Regulating Factor in Mathematics Classrooms: Mathematics-Related Beliefs" (Erkki Pehkonen); (3) "Primary School Teachers' Mathematics Beliefs, Teaching Practices and Use of Textbooks" (Paivi Perkkila); (4) "Mathematics for Primary School Teachers" (Silja Pesonen); (5) "The Metalevel of Cognition-Emotion Interaction" (Markku S. Hannula); (6) "Problem Solving in Chemistry and Science Education" (Georgios Tsaparlis); (7) "Physics Education Research: Inseparable Contents and Methods--The Part Played by Critical Details" (Laurence Viennot); (8) "The Force Concept Inventory in Diagnosing the Conceptual Understanding of Newtonian Mechanics in Finnish Upper Secondary Schools" (Johanna Jauhiainen, Ismo T. Koponen, and Jari Lavonen); and (9) "An Evaluation of Interactive Teaching Methods in Mechanics: Using the Force Concept Inventory To Monitor Student Learning" (Antti Savinainen). (Most papers contain references.) (YDS)

ED 460 859   SE 065 676

Ricles, Shannon
The Case of the Inhabitable Habitat. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA "Why?" Files Series, 2001-2002.
SPONS. AGENCY- Hampton City Schools, VA.; American Inst. of Aeronautics and Astronautics, New York, NY.
PUB DATE- 01
NOTE- 56p.; Production of the NASA "Why?" Files also sponsored by Busch Gardens, Williamsburg; and the NASA Langley Research Center's Learning Technology Project and Aerospace Vehicle Systems Technology Program Office. Accompanying videotape not available from ERIC. For grades 3-5. For other documents in this series, see ED 459 065-068.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Geography; *Habitats; *Interdisciplinary Approach; Mathematics Education; Middle Schools; *Multimedia Instruction; *Science Activities; Space Sciences; *Standards; Technology
IDENTIFIERS- Mars (Planet); NOVA (Television Series)

The National Aeronautics and Space Administration (NASA) has produced a distance learning series of four 60-minute video programs with an accompanying Web site and companion teacher guides. The story lines of each program or episode involve six inquisitive school children who meet in a treehouse. They seek the solution of a particular problem, and the NASA "Why?" Files series follows them through the steps of their investigation and final conclusion. The series uses problem-based learning to introduce students to NASA research and missions from physical, earth, life, and computer science. It is designed to model the problem-based learning approach and provide students with the opportunity to learn subject matter and simultaneously develop problem-solving skills while engaged in real-world problems. This document presents an activity that involves building a habitat that can sustain human life on Mars. The lesson candidates they support; serving on juries; opposing unfair public policies; and advocating policies they believe are good for the country. The unit teaches students that citizens also should participate in private service. Suggestions for active private service include: helping neighbors; volunteering time, money, and energy to help the country; and knowing about events in the community and the nation. The unit contains an introduction and four sections focusing on the following topics: (1) "You Can Fight City Hall"; (2) "Sharing Equally the Blessing of Liberty"; (3) "Can We Be Required To Be Good Citizens?"; and (4) "I'd Rather Do It Myself." Each of the five sections contains vocabulary lists, questions to think about, and questions for discussion. (LH)

ED 460 881 SO 026 235

Brody, Richard A.
Secondary Education and Political Attitudes: Examining the Effects on Political Tolerance of the "We the People..." Curriculum.
PUB DATE- 94
NOTE- 82p.; Earlier versions presented at the conference on "Basic Values of Constitutional Democracy" (Heersching/Ammersee, Germany, October 3-8, 1993) and at the Annual Meeting of the Comparative and International Education Society (San Diego, CA, March 24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Civics; Civil Liberties; *Civil Rights; Constitutional History; Constitutional Law; Curriculum Evaluation; Democracy; *Democratic Values; Dissent; Due Process; Equal Protection; High Schools; *Law Related Education; *Political Attitudes; Program Evaluation; Secondary School Curriculum; Social Studies
IDENTIFIERS- *Tolerance; United States Constitution; *We the People Competition

Based on a 1993 survey of 1,351 high school students from across the United States, this report demonstrates that students in high school civics, government, and U.S. history classes display more "political tolerance" than the average citizen. The study also establishes that students in classes using all or part of the Center for Civic Education's "We the People..." curriculum are more tolerant than students following other curricula. The We the People... program fosters increased tolerance, the report states, because it promotes higher levels of self-confidence and the perception of fewer limits on students' own political freedom. The higher the level of participation in the "We the People..." stimulated congressional hearing competition, the greater the likelihood of students' opposition to limits on free assembly, due process rights, and freedom of speech, press, and religion. (Contains 24 references.) (LH)

ED 460 882 SO 026 451

Parisi, Lynn; Thompson, Sara; Williams, Patterson
Tokugawa Japan: The Great Peace and the Development of Urban Society. A Humanities Approach to Japanese History, Part I.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 124p.; For Parts II and III in this series, see SO 026 452

IDENTIFIERS- *Japan

This manual provides suggestions and materials for teaching about Japan. Designed as a supplement to typical textbook treatments, the lessons provide a range of readings, visuals, and activities to enrich and deepen student learning about Japan. Organized around topics dealing with history, geography, government, economics, and culture, the lessons provide teachers with flexibility of selecting and adapting lessons for specific classroom settings. Each lesson begins with an outline for teaching which includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This packet of materials contains most of the materials needed for implementation. The manual is divided into five topics with two to four lesson plans under each topic. Topics include: (1) "Unequal Resources"; (2) "United States-Japanese Trade"; (3) "Japan and Georgia: Economic Competitors"; (4) "Japanese Economic Influence in the Southeast"; and (5) "Georgia Exports." (EH)

ED 460 905 SO 029 298

Clark, Ray W.; Reeves, William; Settles, Lois; Sheehan, Valerie Henderson; Spellman, Steve
Government and Politics in Japan. For Students in Grades Nine through Twelve. Instructional Materials about Japan (IMAJ).
SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE- 96
NOTE- 45p.; Printing courtesy of Georgia Power Company. Grant also provided by the Japanese Chamber of Commerce of Georgia. Helen Richardson edited the revised edition.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Cultural Awareness; Foreign Countries; High Schools; Instructional Materials; *Japanese Culture; Multicultural Education; Non Western Civilization; Social Studies
IDENTIFIERS- *Japan

This manual provides suggestions and materials for teaching about Japan. Designed as a supplement to typical textbook treatments, the lessons provide a range of readings, visuals, and activities to enrich and deepen student learning about Japan. Organized around topics dealing with history, geography, government, economics, and culture, the lessons provide teachers with flexibility of selecting and adapting lessons for specific classroom settings. Each lesson begins with an outline for teaching which includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This packet of materials contains most of the materials needed for implementation. The manual is divided into three topics with a lesson plan for each topic. Topics include: (1) "The Structure of the Japanese Government"; (2) "The Role of the Japanese Emperor"; and (3) "Political Parties and Voting Patterns." (EH)

ED 460 906 SO 029 299

Clark, Ray W.; Reeves, William; Settles, Lois; Sheehan, Valerie Henderson; Spellman, Steve
Japanese Culture: Tradition and Change. For Students in Grades Nine through Twelve. Instructional Materials about Japan (IMAJ).

socioeconomic levels in northwestern Illinois. Problems were documented in student surveys, teacher observations, and assessments. An analysis of probable cause data revealed that students had negative attitudes and low test scores for social studies. Researchers reported that students considered social studies irrelevant and boring. A review of solution strategies suggested by other knowledgeable sources combined with analysis of problem data resulted in the selection of multiple intelligences as an intervention. Various multiple intelligences activities were incorporated: songs of states, dioramas, brochures, murals, poetry, literature, and other hands-on activities. Through surveys and assessments, post-intervention strategies indicated an increase in student interest and academic achievement. Reports from home supported these findings. Parents were impressed with their children's new enthusiasm for social studies. Class discussions were strengthened. The desire for more information gave rise to future class research projects. Independent reading of literature that pertained to the region studied also increased, and books that dealt with social studies topics were purchased. Through the evidence provided, social studies seemed to have a remarkable impact on students. (Contains 5 tables and 26 references. (Author/BT)

ED 460 927 SO 033 543

Chan, Phoebe S. C.; White, Richard T.
Culture and Learning Beliefs and Behaviours: A Comparison of Australian and Chinese University Students.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Cognitive Style; *College Students; Comparative Analysis; *Cultural Context; Educational Research; Foreign Countries; Higher Education; Student Attitudes; *Student Behavior
IDENTIFIERS- *Australia; *Hong Kong

Students from different cultures may differ in their beliefs about learning and in the ways they behave in various learning situations. With the internationalization and globalization of education, it is important to investigate this possibility. There has been little research on the relationship between cultures and learning beliefs and behaviors. A study explored and compared the learning beliefs and practices of university students from a Chinese (Hong Kong) (n=132) culture and a western (Australian) (n=98) culture. Comparisons between the student groups were made on the relative importance they assigned to the learning beliefs; the strengths with which they held the beliefs; their reporting of the relative frequencies with which they used the learning behaviors; and the behavior frequencies used in different learning situations. Results showed that the Australian and Hong Kong students were similar with respect to the content of what they believed in and the relative importance they assigned to the various beliefs. They were different in the strengths with which they held these beliefs, particularly in areas concerning learning for achieving self actualization; learning for instrumental personal purposes; learning for aesthetic purposes; significance of effort and ability in learning; and the role of

The Principal Shortage: A University-School District Solution.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College School Cooperation; Elementary Secondary Education; Higher Education; Leadership Qualities; *Leadership Training; Partnerships in Education; *Principals; Professional Development
IDENTIFIERS- Kanawha County Schools WV; Marshall University WV; *Principal Shortage

This paper describes how one West Virginia school district solved its principal shortage dilemma by creating a leadership academy in partnership with the nearby Marshall University Graduate College. This academy was designed to encourage potential educational leaders from within the district and to provide a variety of experiences which would assist these individuals in developing and enhancing their leadership abilities. The primary organizational support came from the local school district and Marshall University Graduate College. The university provided personnel for planning and implementing the program, and the district provided funding and personnel. The first class of participants began in 1995. A group of 70 current and prospective administrators (teachers and school district personnel) began with a 1-week summer workshop that introduced the mission. In subsequent years, participants were offered multiple tracks of experiences during the summer workshop. Small groups established during the summer continued to meet during the school year, completing varied activities (e.g., projects and action research). Four activities were scheduled during the school year. Academy activities centered around specific leadership topics. After 2 years in the academy, potential leaders could participate in apprenticeship experiences. Since the academy's inception, 34 of 36 new administrators placed in the district have been academy participants. The school district has benefitted by having a cadre of strong potential leaders. (SM)

ED 460 947 SP 038 588

Swick, Kevin J.; Winecoff, H. Larry; Rowls, Michael; Kemper, Richard; Freeman, Nancy K.; Mason, Janet; Janes, David; Creech, Nena
Developing Leadership in Faculty and Students: The Power of Service Learning in Teacher Education. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; *Leadership Qualities; *Leadership Training; Preservice Teacher Education; Public Service; School Community Relationship; *Service Learning; Student Teachers; Teacher Improvement
IDENTIFIERS- University of South Carolina

This guidebook provides information on necessary elements for

ED 460 966 TM 033 209

Glass, Gene V., Ed.
Education Policy Analysis Archives, 2001: Numbers 12-22.
PUB DATE- 01
NOTE- 187p.; "Education Policy Analysis Archives" is an electronic-only journal (see http://epaa.asu.edu/epaa) covered on an article-by-article basis in "Current Index to Journals in Education" (CIJE). For the 8 English language articles in this part of volume 9, see TM 523 616-623. For the first part of Volume 7, see TM 032 510.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affirmative Action; *Educational Change; Educational Research; Elementary Secondary Education; *Equal Education; Foreign Countries; *Graduate Students; Grants; Higher Education; Minority Groups; *School District Wealth
IDENTIFIERS- England; India; Japan; South Korea; United States

This document consists of articles 12-22 published in the electronic journal "Educational Policy Analysis Archives" for the year 2001: (12) "Affirmative Action at Work: Performance Audit of Two Minority Graduate Fellowship Programs, Illinois IMGIP and ICEOP" (Jack McKillip); (13) "School Reform Initiatives as Balancing Acts: Policy Variation and Educational Convergence among Japan, Korea, England, and the United States" (Jaekyung Lee); (14) "Conceptualizing the Process of Education Reform from an International Perspective" (Benjamin Levine); (15) "Calculating the Benefits and Costs of For-Profit Public Education" (Alex Molnar); (16) "Wealth Redistribution, Race and Southern Public Schools, 1880-1910" (Kenneth Ng); (17) "Comments on Ng's Wealth Redistribution, Race, and Southern Public Schools, 1880-1910" (Sherman Dorn); (18) "Thinking out of the Box: One University's Experience with Foreign-Trained Teachers" (Belinda Bustos Flores); (19) "Genero y construccion de identidad profesional: el caso de la maestra en vias de profesionalizacion (de los anos 50 a los 60 en el franquismo intermedio)" (Sonsoles San Roman Gago); (20) "Transfondo de las diferencias etnicas en la escuela: Un estudio de caso en Soria, Espana" (Serafin Aldea Munoz); (21) "Impact of Grants-in-Aid on Collegiate Education: Evidence and Implications of a Regional Study in India" (M. R. Narayana); and (22) "La politica universitaria argentina de los 90: Los alcances del concepto de autonomia" (Adriana Chiroleu, Osvaldo Iazzetta, Claudia Voras, and Claudio Diaz). (SLD)

ED 460 967 TM 033 439

Glass, Gene V., Ed.
Education Policy Analysis Archives, 2001: Numbers 23-45.
PUB DATE- 01
NOTE- 493p.; "Education Policy Analysis Archives" is an electronic-only journal (see http://olam.edu.asu.edu/epaa) covered on an article-by-article basis in "Current Index to Journals in Education" (CIJE). For the 20 English-language articles in this part of Volume 9, see TM 523 957-976 (in CIJE).
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; Civil Rights; Class Size; Elementary Secondary Education; Foreign Countries; Higher Education; International Education; Private Schools; *Professional Development; Public Schools; *Standards; *Teacher

The "Plain Talk about K.I.D.S. (Kids Inclined toward Difficulty in School)" summit is a biennial conference that addresses the challenges of educational change from several strategic directions at once, combining theory and research with concrete strategies and solutions from the educational, medical, judicial, business, and parental professions. The 15 papers presented in this proceedings are followed by 10 chapters, each containing a report of a panel discussion. These discussions considered teaching methods, home and school relationships, assessment, justice, teacher education, and other aspects of educational change. The delivered papers are: (1) "Paying Attention to Attention and Anxiety" (Edward M. Hallowell); (2) "What Technology Holds for the Future: Mrs. Eldridge's Arm" (John Gage); (3) "Cohesion's Lessons: When the Learning Process Fails To Connect" (Melvin D. Levine); (4) "Self-Worth, Resilience, and Hope: The Search for Islands of Competence" (Robert B. Brooks); (5) "What Does It Take To Learn? The Effects of Class Size on Learning" (Charles M. Achilles); (6) "A Teaching and Learning Quilt" (Priscilla L. Vail); (7) "Rights vs. Reality: Knowing the Child Is More Important than Knowing the Law" (G. Emerson Dickman, III); (8) "Writing-itis: A Common but Often Overlooked Problem Experienced by School Children" (Glenda C. Thorne); (9) "To Medicate or Not To Medicate" (Gerard A. Ballanco); (10) "Plain Talk from a Parent's Point of View" (Ruby Bridges Hall); (11) "Life Skills for the Juvenile Offender: A New Approach for the Criminal Justice System" (David Admire); (12) "Improving Teacher Education in Collaboration with Schools" (Jeffrey Gorrell and Robert K. Wimpelberg); (13) "The Indispensable Role of Informed Parents" (Anne Ford); (14) "Children with Vulnerabilities: When Will We Turn on the Lights?" (Allan Berman); and (15) "All I Have Learned about Learning" (Bernice McCarthy). Each chapter contains references. (Contains 1 figure and 10 tables.) (SLD)

ED 460 985 UD 032 561

Russell, Sue, Ed.; Sullivan, Robert, Ed.
Resilience across Contexts: Family, Work, Culture, and Community. Recommendations from a National Invitational Conference.
PUB DATE- 98
NOTE- 30p.; Theme issue. Only one issue published in Volume 7. Introduction by Margaret C. Wang.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Community; Context Effect; Coping; Culture; *Disadvantaged Youth; Elementary Secondary Education; *Family Characteristics; Minority Groups; Parent Child Relationship; Parent Participation; *Resilience (Personality); *Urban Youth

In this issue of the "CEIC Review," commissioned papers for a national invitational conference on student resilience developed across contexts of family, work, culture, and community are summarized. The concept of resilience-promoting interventions has emerged from research and indicates that some children survive adversity without lasting damage. Research on the factors that influence resilience development has important implications for education, and the papers summarized in this issue provide implications for policy and practice. The following are included: (1) "The Well-Being of Children in a Changing Economy: Time for a New Social Contract in America" (Leslie S. Gallay and Constance A. Flanagan); (2) "Another Look at the Elephant: Child Care in the Nineties" (Deborah Lowe

Crisis Intervention at Home" (D. Broos and G. Lambeir); (12) "Educational Support: A State of the Art" (J. Hermanns); (13) "Home-Start" (M. Galama); (14) "'Samenspel': Playing Together for Better Chances" (R. Copier); (15) "'Opvoedingstelefoon vlaanderen': The Help-Line for Parents Flanders" (A. Wouters); (16) "Support of Underprivileged Mothers" (F. De Bruyne and A. Vandenberghe); (17) "From Educational Support to Stimulation of Education: New Challenges in Working with Vulnerable Families with Young Children" (I. Roseeuw and M. Schurmans); (18) "Educational Support in the Context of an Occasional Day Care: Elmer" (A. Lambrechs); (19) "A Methodology for Activating Family Relationships in Immigrant Adolescents" (H. Hotting and J. Hamacher); (20) "Mediating between Special Youth Care Services and Immigrant Families and between Immigrant Parents and their Children" (A. Huybrechs); (21) "Educational Support for Foster Parents: Limits and Potential" (L. Robbroeckx); (22) "An Explorative Study on the Experiences of Foster Parents" (J. Voets); and (23) "The Preparatory Program for Adoption from a Foreign Country" (N. Meeus and A. Somers). All the articles contain references. (HTH)

ED 460 781 PS 030 073

Rhode Island KIDS COUNT: 2000 U.S. Census Brief, Numbers 1-4.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Demography; Family Environment; Family (Sociological Unit); *One Parent Family; Population Distribution; Race; *Racial Composition; Racial Distribution; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis
IDENTIFIERS- *Indicators; *Rhode Island

These four Census Briefs highlight the information from the 2000 U.S. Census most relevant for community leaders, policy makers, advocates, and others concerned with the status of children and families in Rhode Island. The first brief graphs the large increase in the number of Rhode Island children. Two tables show child population in core cities (1990 and 2000) and child population by city and towns (1990 and 2000), and one figure shows state child populations (1980-2000). The second brief delineates the population of children in Rhode Island by age category, finding that there are more early adolescents and fewer young children. Two tables show children by age category (1990 and 2000) and child population by age group (2000), and one figure shows children by age category (1990 and 2000). The third brief delineates the state's growing diversity led by an increase in Hispanic children. Two tables show children under age 18 by race and ethnicity, and children under age 18 by race and ethnicity and city or town. The fourth brief charts the rise in the number of children living in single-parent families. One figure shows children's living arrangements (1970-2000), and one table shows children under age 18 living in family households (census 2000). (SD)

ED 460 782 PS 030 075

KIDS COUNT in Missouri 2001 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Children's Trust Fund, Jefferson City, MO.
PUB DATE- 02

Hawaiians; students with disabilities; students with limited English proficiency; migrant children; dropouts; and academically talented students. The criteria will enable school and community STW leaders to know they are reaching every student. When considering each criterion and its suggested indicators, users should think of three overall measures of how well all students are being served: (1) access (opportunity to participate); (2) benefits (student acquisition of STW skills and knowledge for the 21st century); and (3) outcomes (student completion of the program with comparable results and competencies). Four categories of program design and implementation criteria are outlined: system foundation--policy, design, and accountability (six criteria); school-based activities (eight criteria); work-based learning (five criteria); and connecting activities (seven criteria). Each criterion is accompanied by two or three sample indicators. (SV)

ED 460 800 RC 021 791

American Indian Programs at the University of North Dakota.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indian Studies; American Indians; *College Programs; Higher Education; Journalism Education; Medical Education; Nursing Education; Program Descriptions; *Student Financial Aid; *Student Organizations
IDENTIFIERS- *Student Support Services; *University of North Dakota

This report describes 16 programs available to American Indian students at the University of North Dakota (UND). UND's Office of Native American Programs is a state-funded program of the University's Division of Student and Outreach Services. The major function of the Office is to provide support services to Indian students in the areas of financial aid, admissions, housing, and academics along with personal, social, and cultural advisement. Programs described include: (1) North Dakota University System Cultural Diversity Tuition Waiver; (2) Department of Indian Studies; (3) Indians into Medicine (INMED); (4) Recruitment/Retention of American Indians into Nursing (RAIN); (5) Minority Access to Research Careers (MARC) Program; (6) TRIO Programs; (7) the Ah'jo'gun Program; (8) Howard Hughes Medical Institute Grant; (9) Indians into Journalism Initiative (IIJI); (10) Indians into Psychology (InPsyde); (11) American Indian Center; (12) UND Indian Association; (13) INMED Student Organization; (14) American Indian Science and Engineering Society (AISES) Chapter; (15) Native American Law Students Association; and (16) UND Native American Centennial Scholarship Endowment. Approximately 300 American Indian students attend UND, representing approximately 30 different American Indian tribes. (CDS)

ED 460 801 RC 021 976

Johnson, Troy R., Ed.
The Indian Child Welfare Act: Unto the Seventh Generation. Conference Proceedings (Los Angeles, California, January 15-17, 1992). National Conference Proceedings Series.
SPONS. AGENCY- Bureau of Indian Affairs (Dept. of Interior), Sacramento, CA. Sacramento Area Office.; California Univ., Los

The New Opportunities in Animal Health Sciences (NOAHS) Center at the National Zoological Park in Washington, DC. is dedicated to expanding understanding of the biological factors, including the critical role of biodiversity, that influence animal survival. This set of activities includes a description of NOAHS and the NOAHS mission, and letters from NOAH staff members to students. Background information reviews the importance of animal reproduction, the genetics of endangered species, and the career of veterinary medicine. Seven classroom activities cover the following topics: (1) the importance of biodiversity, genetic diversity, and cultural diversity in the environment; (2) a programmed lesson in lion survival; (3) the problems zoos face in breeding animals in captivity and how they go about solving these problems; (4) the ways habitat loss and human activity can affect the behavior of a wild animal (Florida panther); (5) personal actions that contribute to solving these problems; and (6) different jobs that involve work with animals. (LZ)

ED 460 819 SE 057 553

Guth, Gloria J. A.; Austin, Susan; DeLong, Bo; Pasta, David J.; Block, Clifford
Evaluation of GALAXY Classroom Science for Grades 3-5. Final Report. Executive Summary.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alternative Assessment; Elementary Education; Evaluation; *Hands on Science; Home Study; *Interactive Television; Multicultural Education; Science Instruction; *Scientific Methodology; *Student Attitudes; *Thinking Skills

The GALAXY Classroom is a package of integrated curricular and instructional approaches, supported by the first U.S. interactive satellite communications network designed to facilitate the introduction of innovative curricula to improve student learning in elementary schools. GALAXY Classroom Science for grades 3-5 features the organization of instruction around themes presented through television broadcasts and classroom hands-on activities that are facilitated by fax technology and ongoing teacher support. The broadcasts are built around a video adventure series that dramatizes the GALAXY themes through the real-world adventures of a multicultural group of students, the S.N.O.O.P.S. The report describes the effects on students and teachers of the various curricular, technological, and staff development components of the program in schools throughout the United States. It was concluded that the GALAXY Science program was successful in getting students and teachers excited about science and motivating them to begin exploring and asking questions. GALAXY's broadcasts motivated student interest and provided a realistic context for the hands-on science activities. The thematic structure of the curriculum helped to integrate a wide variety of experiences: participating in hands-on inquiry, writing and communicating through the fax, and doing take-home activities. (JRH)

ED 460 820 SE 058 275

Crespo, Hilda; Martinez-Perez, Luis A.
Informal Science Education Survey.

College Retirement Equities Fund.; Ford Motor Co., Dearborn, MI.
PUB DATE- 98
NOTE- 34p.; Support also provided by Canon U.S.A., Inc. Videotape and poster not available from ERIC. For other guides in this series, see SE 062 675-81.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Earth Science; Ecological Factors; *Ecology; Educational Television; Elementary Secondary Education; *Environmental Education; Foreign Countries; Habitats; Naturalistic Observation; Science Activities; Science and Society; Scientific Concepts; Social Studies; Water Resources; *Wilderness; *Wildlife
IDENTIFIERS- Deserts; *India; Monsoons; Mountains; Natural History; Nature; Nature (Television Series)

This curriculum guide was developed for use with public television's Nature series. The materials in the guide are designed to help students actively participate in the study and experience of nature. Students are encouraged to view the programs as naturalists would, observing animals in a variety of habitats, noting their behavior, and drawing conclusions. Each lesson in the Teacher's Resource Guide includes: (1) a "Program Overview" that presents background information and brief synopses of the program to be viewed; (2) "Objectives" that provide the teacher with measurement goals; (3) a "Before Viewing Activity" that familiarizes students with the subject and allows them to set purposes for viewing; (4) "Vocabulary" that features definitions of unfamiliar words used in each program; (5) "Discussion Questions" that help students assess the main points of the program; (6) "Suggested Resources" for students who may want to learn more about the topic; and (7) a "Naturalist's Guide" (student worksheet) to be duplicated and distributed to students. The programs highlighted in this guide focus on the vast Indian subcontinent and its rivers, oceans, deserts, mountains, and forests. Program titles include "The Tiger's Domain," "Sacred Waters," "Unknown Seas," "Desert Seas," "Desert Kingdom," "Mountains of the Gods," and "Monsoon Forests". (WRM)

ED 460 842 SE 062 675

Brown, Jordan
Forces of the Wild. Nature. Teacher's Guide.
SPONS. AGENCY- Ford Motor Co., Dearborn, MI.; National Park Foundation, Washington, DC.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 98
NOTE- 31p.; Support also provided by Canon U.S.A., Inc. Poster and videotape not available from ERIC. For other guides in this series, see SE 062 674-81.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Earthquakes; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Geology; *Natural Disasters; *Naturalistic Observation; Physical Sciences; Plate Tectonics; Science Activities; Science and Society; Scientific Concepts; Social Studies; Teaching Guides; Temperature; Volcanoes; Water; Weather; Wind (Meteorology)

presented in the guide uses an interdisciplinary approach and lists the standards met by the activity. This lesson plan is supported by a video component. (YDS)

ED 460 860 SE 065 677

Valanides, Nicos, Ed.
Science and Technology Education: Preparing Future Citizens. Proceedings of the IOSTE Symposium in Southern Europe (1st, Paralimni, Cyprus, April 29-May 2, 2001). Volume I and Volume II.
PUB DATE- 01
NOTE- 880p.; Also prepared by the Department of Educational Sciences at Cyprus University and the Ministry of Education and Culture of the Cyprus Pedagogical Institute. Sponsors include the Paralimni Municipality, the Fulbright Commission, and the Embassy of Israel.
LANGUAGE- English
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Decision Making; Educational Technology; Elementary Secondary Education; Environmental Education; Evaluation; Higher Education; Problem Solving; Science and Society; *Science Curriculum; *Science Instruction; Sustainable Development; *Teaching Methods; *Technology
IDENTIFIERS- Sustainability

This document contains two volumes of papers presented at the first annual meeting of the International Organization of Science and Technology Education Symposium. Each volume of papers is divided into two sections. Section 1 of the first volume focuses on relevant teaching, incorporating curriculum, teaching approaches, and assessment aspects. Section 2 of Volume One papers focus on environmental issues including sustainable development and a culture of peace. Papers included in Section 1 of Volume Two focus on action research, involving classroom related studies and professional development studies. Section 2 of Volume Two papers focus on resources supporting teaching, including locally produced equipment, visualization ideas and using new technologies. (YDS)

ED 460 861 SE 065 680

Lubienski, Sarah Theule
Class, Ethnicity, Culture and Mathematical Problem Solving (One U.S. Perspective).
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Intermediate Grades; Junior High Schools; *Mathematics Education; *Problem Solving; *Sociocultural Patterns; *Socioeconomic Influences; *Socioeconomic Status

This paper summarizes and extends a study of SES (socioeconomic status) related differences in a mathematics classroom aligned with current U.S. reforms. Qualitative analyses compared the lower- and higher-SES students' experiences with whole-class discussion and contextualized, open-ended mathematics problems. The higher-SES students tended to have confidence in their

and SO 026 453.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Asian History; *Asian Studies; Culture; Foreign Countries; *Humanities; *Interdisciplinary Approach; Literature; Multicultural Education; *Social Change; *World History
IDENTIFIERS- *Tokugawa Japan

This eight-lesson unit introduces students to developments in Tokugawa, Japan, from 1630-1867. Students explore art, literature, and other primary sources to compile a picture of the stable, hierarchical society that the Tokugawa rulers sought to establish and maintain; students then draw on these sources to analyze social, economic, and cultural changes that contributed to the ultimate downfall of Tokugawa rule. Lesson 1, "Neo-Confucianism: The Social Philosophy of Tokugawa Japan," focuses on Confucianism as the political and social philosophy that guided and supported Tokugawa rulers in attaining their goals of peace and social stability. Lesson 2, "Social Class in Tokugawa Society," provides students with primary source documents to analyze Tokugawa laws designed to keep all social classes in their place. Lesson 3, "Social Change and the Development of Urban Culture," introduces the economic changes and urbanization that led to a drastically changing class structure in Tokugawa, Japan. Lesson 4, "Tokugawa Art: An Inquiry Lesson," allows students to compare and contrast the style, subjects, and goals of a "high culture" artist with a chronicler of urban mass culture. Lesson 5, "Hoitsu: A Samurai Artist," continues the exploration of art as a reflection of government-defined class structure and social hierarchy. Lesson 6, "Hokusai: An Artist of the People," offers a case study of an artist of popular culture. Lesson 7, "Haikai: Poetry and Social Change in Tokugawa Japan," looks at trends in poetry during the Tokugawa period and the transformation of "high culture" poetry to popular poetry. Lesson 8, "A Samurai in Late Tokugawa Japan," explores social economic and cultural changes of the period through the autobiography of a samurai living in the final years of the Tokugawa rule. (EH)

ED 460 883 SO 026 452

Parisi, Lynn; Thompson, Sara; Stevens, Anne
Meiji Japan: The Dynamics of National Change. A Humanities Approach to Japanese History, Part II.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 153p.; For Parts I and III in this series, see SO 026 451 and 453.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Asian Studies; *Change; Culture; Foreign Countries; Global Education; High Schools; *Humanities; *Interdisciplinary Approach; Literature; *Multicultural Education; Social Studies; *World History
IDENTIFIERS- *Japan

This curriculum unit focuses on the Meiji period (1868-1912), a pivotal period in Japanese and world history. Each lesson in this unit uses art, literature, primary sources, or a combination to help students understand Japan's emerging sense of nationhood within the context of the rapid change taking

SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE- 96
NOTE- 71p.; Printing courtesy of Georgia Power Company. Grant also provided by the Japanese Chamber of Commerce of Georgia. Helen Richardson edited the revised edition.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; Cultural Awareness; Foreign Countries; High Schools; Instructional Materials; *Japanese Culture; Multicultural Education; Non Western Civilization; *Social Studies
IDENTIFIERS- *Japan

This manual provides suggestions and materials for teaching about Japan. Designed as a supplement to typical textbook treatments, the lessons provide a range of readings, visuals, and activities to enrich and deepen student learning about Japan. Organized around topics dealing with history, geography, government, economics, and culture, the lessons provide teachers with flexibility of selecting and adapting lessons for specific classroom settings. Each lesson begins with an outline for teaching which includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This packet of materials contains most of the materials needed for implementation. The manual is divided into six topics with a lesson plan under each topic. Topics include: (1) "Japanese Art Forms: Poetry and Art"; (2) "Japanese Art Forms: Folktales and Music"; (3) "Family Life in Japan: Changing Times"; (4) "Japanese Schools: Is Change Needed?"; (5) "The Japanese at Work"; and (6) "The Japanese Standard of Living." (EH)

ED 460 907 SO 029 333

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. Author Series, Volume 3.
PUB DATE- 97
NOTE- 202p.; For volumes 1 and 4, see ED 390 725 and SO 029 744.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; *Authors; Biographies; Childrens Literature; Elementary Secondary Education; Language Arts; Reading Materials; Social Studies

This is the third volume of the "Biography Today Author Series." Each volume contains alphabetically arranged sketches. Each entry provides at least one picture of the individual profiled with additional information about the birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Each entry ends with a list of accessible sources designed to lead the student to further reading on the individual and a current address. Obituary entries also are included and clearly marked in both the table of contents and at the beginning of the entry. Profiles in this volume include: (1) Candy Dawson Boyd, author of "Circle of Gold," "Charlie Pippin," "Fall Secrets," and "A Different Beat," (2) Ray Bradbury, novelist and author of "The Martian Chronicles" and "Fahrenheit 451"; (3) Gwendolyn Brooks, poet and first African American to win the Pulitzer Prize for Poetry; (4) Ralph W.

teachers in learning. The Australian and Hong Kong students were similar in the relative frequencies with which they reported using the various behaviors and in what they reported to engage in most and least frequently in the five learning situations. They were different in their reported use of specific learning behavior frequencies, particularly when spending their leisure time. Contains 57 references. (Author/BT)

ED 460 928 SO 033 544

Nusbaum, Joanne; Walker, Brenda; Finch-Webster, Jennifer
Stereotypical Attitudes towards Gender: An Ongoing Problem.
PUB DATE- 01
NOTE- 55p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Cooperative Learning; Educational Research; Gender Issues; Intermediate Grades; Intervention; Learning Processes; Secondary Education; *Sex Bias; *Sex Fairness; *Sex Stereotypes; Special Needs Students; *Student Attitudes; *Student Behavior; Student Surveys
IDENTIFIERS- Learning Environment; Stereotyped Behavior

This paper describes the implementation and development of a program promoting gender equity in the classroom and the lessening of stereotypical attitudes toward gender. Gender equity issues affected most of the students in the targeted intermediate and secondary special needs and general population. Male and female students exhibited stereotypical attitudes, which influenced the learning process. Teacher observations, disciplinary actions, student attitude surveys, and educational research provided evidence of the problem. Probable causes included a difference in learning styles between males and females and teachers exhibiting gender bias in lessons and attitudes. One significant cause mentioned was that the U.S. culture promotes gender stereotypes. A review of solution strategies and analysis of the problem setting resulted in the development of a three-part action plan: (1) a redesign of cooperative learning groups with attention to gender equity; (2) an assessment and adaptation of materials to eliminate or lessen gender bias; and (3) an assessment and adaptation of the classroom environment to eliminate or lessen gender bias. Tools used to measure the interventions' effects included a student attitudes survey, a behavioral checklist for cooperative learning groups, a disciplinary action tally sheet, and an open-ended student survey. Post-intervention data indicated a slight decrease in stereotypical attitudes for both genders, a slight decrease in disruptive behavior by all students, an improvement in the selection of materials by teachers, and a positive change in the learning atmosphere to promote gender equity. (Contains 3 tables, 9 figures, and 20 references. Appended are sample surveys, a cooperative learning checklist, a disciplinary action tally sheet, and a stereotypical attitudes calendar.) (BT)

ED 460 929 SO 033 545

Williamson, Ronald D.; Hudson, Martha B.
New Rules for the Game: How Women Leaders Resist Socialization to Old Norms.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the American

quality service learning and teacher education (SLATE), emphasizing the nurturing of leadership skills in preservice and inservice teachers. Chapter 1, "Leadership and Service Learning: Interactive Processes that Enhance Teacher Development," describes shared leadership, presents eight leadership behaviors, and discusses the empowerment of faculty, students, and community through shared leadership. Chapter 2, "Service Learning in the Total University Program Enriches Leadership Development," discusses developing interdisciplinary interest and support, developing faculty leadership, and sustaining the web of service learning. Chapter 3, "SLATE is a Leadership Development Process," explains how SLATE supports faculty and student involvement in developing and refining four key leadership behaviors (visioning, commitment to change, change management, and communication). Chapter 4, "Developing a Leadership Partnership with the Community," discusses how to develop a SLATE leadership team within a program, establish SLATE linkages with the community, build an active advisory team, increase professional development activities in SLATE, develop a SLATE action plan, and nurture leadership through SLATE. Chapter 5, "USC-SLATE Project: An Example of Leadership Efforts," describes the University of South Carolina's SLATE project. Chapter 6, "Attributes of Effective SLATE Leadership Teams," discusses five essential attributes: sharing and learning together, reflecting on faculty role in setting goals for teaching and learning, developing teaming skills, forming team research efforts, and building strong community partnerships. (Contains 20 references and 4 resources.) (SM)

ED 460 948 SP 038 612

Brooks, Katherine Walker
Too Much Fun for Therapy: Therapeutic Recreation as an Intervention Tool with At-Risk Youth. A Series of Solutions and Strategies.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; Creative Art; Early Intervention; Elementary Secondary Education; Family Life; *High Risk Students; Horticulture; Humor; Outdoor Activities; Stress Management; Student Behavior; Student Motivation; *Therapeutic Recreation; Wilderness
IDENTIFIERS- Risk Reduction

This publication introduces the concept of therapeutic recreation (TR), illustrating its natural fit into the educational process and its use with at-risk students, and providing resources for further use. Section 1 examines what places a child at risk, focusing on educational goals, student behaviors, and home life. Section 2 defines TR as a professional service that assists people with disabilities and other limitations to be able to achieve an enhanced lifestyle that encompasses functional independence, health, and well-being. Section 3 explains how TR fits into the school setting, noting that recreation in the school setting can be found in four different modes (to teach, to reinforce, to motivate, and to reward). Section 4 discusses TR intervention activities, including horticultural therapy, stress management, creative arts therapies, humor intervention therapy, and outdoor adventure therapy and wilderness programs. For each activity, the publication presents information on targeted goals and

Attitudes; *Unions
IDENTIFIERS- *Third International Mathematics and Science Study

This document consists of articles 23-45 published in the electronic journal "Education Policy Analysis Archives" for the year 2001: (23) "La Participacion de las Minorias Nacionales dentro de Sistemas Educativas Pre-Modernos: El Caso de los Garifunas de Guatemala" (Carlos R. Ruano); (24) "'Alexander v. Sandoval': A Setback for Civil Rights" (Kevin G. Welner); (25) "Occupational Trends and Program Priorities" (Kitty K. Collier); (26) "Negotiated Learning: Union Contracts and Teacher Professional Development" (Paul V. Bredeson); (27) "The Establishment of Modern Universities in Korea and Their Implications for Korean Education Policies" (Jeong-Kyu Lee); (28) "'I Love Teaching but...' International Patterns of Teacher Discontent" (Catherine Scott, Barbara Stone, and Steve Dinham); (29) "La formacion de posgrado en las ciencias sociales argentinas: opportunidades y restricciones para la innovacion" (Ana M. Garcia de Fanelli); (30) "Committing to Class-Size Reduction and Finding the Resources To Implement It: A Case Study of Resource Reallocation" (Allan Odden and Sarah Archibald); (31) "Globalization, Consumers, Citizens, and the 'Private School Advantage' in Argentina (1985-1999) (Gustavo E. Fischman); (32) "Autonomy and Accountability in the Context of Standards-Based Reform" (Susan Watson and Jonathan Supovitz); (33) "Similarity of Mathematics and Science Achievement of Various Nations" (Algirdas Zabulionis); (34) "Predicting Variations in Mathematics Performance in Four Countries Using TIMSS" (Daniel Koretz, Daniel McCaffrey, and Thomas Sullivan); (35) "La Formacion Profesional en Espana y Alemania: El patron de cooperacion como garantia en la politica de administracion y gestion educativa" (Maria Jesus Martinez Usarralde); (36) "A Profile of Chief Academic Officers at Four Year Colleges and Universities" (Brent D. Cejda and Kirsten L. Rewey); (37) "Educational Performance and Charter School Authorizers: The Accountability Bind" (Katrina Bulkley); (38) "Teachers Who Grow as Collaborative Leaders: The Rocky Road of Support" (Richard D. Sawyer); (39) "When an 'A' Is Not Enough: Analyzing the New York State Global History and Geography Exam" (S. G. Grant); (40) "High School Size, Achievement Equity, and Cost: Robust Interaction Effects and Tentative Results" (Robert Bickel, Craig Howley, Tony Williams, and Catherine Glascock); (41) "Is Washington State an Unlikely Leader? Progress on Addressing Contingent Work Issues in Academia" (Daniel Jacoby); (42) "Significance of Test-based Ratings for Metropolitan Boston Schools" (Craig Bolon); (43) "Public versus Private Education in Hawaii and Its Role in the State's Economy" (Antonina Espiritu); (44) "Local Flexibility within an Accountability System" (Benjamin Scafidi, Catherine Freeman, and Stan DeJarnett); and (45) "The Elementary Principal/Superintendent Relationship as Perceived by Teachers and Its Effects on the School: A Case Study Comparison" (Catherine H. Glascock and Diane Taylor). (SLD)

ED 460 968 TM 033 643

Education, Section J. Extracted from the 2001 New York State Statistical Yearbook. 26th Edition. Revised and Expanded.
PUB DATE- 01
NOTE- 43p.; In its: New York State Statistical Yearbook, 26th Edition. Revised and Expanded, p335-375, 2001. For the 2000 section on education, see ED 451 215. For the 1999 edition, see ED 441 863. In cooperation with the New York State Division of the Budget.
LANGUAGE- English

Vandell, Kim Dadisman, and Kathleen Gallagher); (3) "Maternal Employment Influences on Early Adolescent Development: A Contextual View" (Jacqueline V. Lerner and E. Ree Noh); (4) "The Economic and Psychological Dynamics of Single Motherhood and Nonresident Paternal Involvement" (Paul Florsheim); (5) "The Effects of the Mother's Employment Status on the Family and the Child" (Lois Wladis Hoffman); (6) "The Impact of Divorce on Adjustment during Adolescence" (Christy M. Buchanan); (7) "The Myths and Realities of African-American Fatherhood" (Edmund W. Gordon); (8) "Make Room for Daddy II: The Positive Effects of Fathers' Role in Adolescent Development" (Marc A. Zimmerman, Paul C. Notaro, and Deborah A. Salem); (9) "Passages to Adulthood: The Adaptation, Achievement, and Ambition of Children of Immigrants in Southern California" (Ruben G. Rumbaut); (10) "Agency and School Performance among Urban Latino Youth" (Leslie Reese, Kendall Kroesen, and Ronald Gallimore); (11) "Stressful Experiences and the Psychological Functioning of African-American and Puerto Rican Families and Adolescents" (Ronald D. Taylor and others); and (12) "Cultural Explanations for the Role of Parenting in the School Success of Asian Children" (Ruth K. Chao). (SLD)

ED 460 986 UD 032 571

Ford, Jerome, Comp.; Jackson, Anthony, Comp.; James, D'Borah, Comp.; Smith, Bryce, Comp.; Robinson, Luke, Comp.; Cherry, Jennifer, Comp.; Trotter, Jennie, Comp.; Harris, Archie, Comp.; Lenior, Sheila, Comp.; Bellinger, Mary Anne, Comp.
Family MAASAI (Maintaining African-American Survival Achievement Integrity) Rites of Passage After-School Prevention Program. Operational Manual.
PUB DATE- 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Black Culture; *Black Students; Cultural Awareness; *Curriculum; Disadvantaged Youth; Elementary Secondary Education; *Family Programs; Holistic Approach; Inner City; Parent Participation; Program Evaluation; *Social Services; Substance Abuse; Urban Youth
IDENTIFIERS- *African Americans; *Rites of Passage

Family MAASAI is a multiservice substance abuse prevention and intervention program for African American at-risk urban youth. The program commemorates the Maasai people of Africa and uses MAASAI as an acronym that stands for Maintaining African American Survival, Achievement, and Integrity. Cultural awareness, pride, and respect for self, elders, peers, and property are taught through a rites of passage component. The services component is holistic in design and provides group and individual counseling, vocational and career exploration, delinquency prevention, educational and tutorial services, and field trips. These services are provided by a professional staff that includes administrators, a drug and alcohol counselor, a social worker, teen youth workers, a homemaker, teachers, and a variety of consultants. Parent meetings and activities are an important part of the program. Students in an inner city community in Atlanta (Georgia) are referred to the program by the schools, the juvenile justice system, community service agencies, and parents, or they walk in to participate. Participants are expected to attend the after-school program

Abbey, Cherie D., Ed.

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Readers. Author Series, Volume 3.
202p. 3mf. L1 ED 460 907

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CG029097	ED460307
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CG029136	ED460309
CG029137	ED460310
CG029138	ED460311
CG029179	ED460312//
CG029184	ED460313//
CG029192	ED460314//
CG029207	ED460315
CG029250	ED460316
CG029251	ED460317
CG029266	ED460318
CG029267	ED460319
CG031068	ED460320
CG031069	ED460321
CG031070	ED460322
CG031[illegible]33	ED460323
CG031416	ED460324
CG031436	ED460325
CG031462	ED460326
CG031479	ED460327
CG031480	ED460328
CG031483	ED460329
CG031484	ED460330
CG031485	ED460331
CG031488	ED460332
CG031489	ED460333
CG031490	ED460334
CG031493	ED460335
CG031494	ED460336
CG031495	ED460337

CS - Reading, English, and Communication

CS013280	ED460338
CS013281	ED460339
CS013540	ED460340
CS013553	ED460341
CS013560	ED460342
CS013562	ED460343
CS013575	ED460344
CS013576	ED460345
CS013578	ED460346
CS013579	ED460347
CS013580	ED460348
CS013581	ED460349
CS013587	ED460350
CS013588	ED460351
CS013589	ED460352
CS013595	ED460353
CS013597	ED460354
CS013598	ED460355
CS013599	ED460356
CS013600	ED460357
CS013601	ED460358
CS013602	ED460359
CS013605	ED460360
CS215208	ED460361
CS215377	ED460362
CS216418	ED460363

CS216522	ED460364
CS216644	ED460365
CS216683	ED460366
CS216692	ED460367
CS216714	ED460368
CS216715	ED460369
CS216716	ED460370
CS216721	ED460371
CS216722	ED460372
CS216723	ED460373
CS216730	ED460374
CS216731	ED460375
CS216733	ED460376
CS216734	ED460377
CS216735	ED460378
CS216736	ED460379
CS216742	ED460380
CS216743	ED460381
CS216745	ED460382
CS216747	ED460383
CS216748	ED460384
CS216749	ED460385
CS216750	ED460386
CS216751	ED460387
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CS216753	ED460389
CS216754	ED460390
CS216755	ED460391
CS216756	ED460392
CS216757	ED460393
CS216758	ED460394
CS216759	ED460395
CS216760	ED460396
CS216761	ED460397
CS216780	ED460398
CS216802	ED460399
CS510060	ED460400
CS510061	ED460401
CS510075	ED460402
CS510076	ED460403
CS510077	ED460404
CS510078	ED460405
CS510080	ED460406
CS510081	ED460407
CS510083	ED460408
CS510084	ED460409
CS510085	ED460410
CS510086	ED460411
CS510087	ED460412
CS510088	ED460413

EA - Educational Management

EA026864	ED460414
EA027080	ED460415
EA027187	ED460416
EA027309	ED460417
EA027734	ED460418
EA027771	ED460419
EA027772	ED460420
EA029332	ED460421//
EA029358	ED460422
EA029359	ED460423
EA029365	ED460424

EA029366	ED460425
EA029402	ED460426//
EA029656	ED460427
EA029699	ED460428
EA029737	ED460429
EA029777	ED460430
EA029854	ED460431
EA029922	ED460432
EA031051	ED460433
EA031210	ED460434
EA031343	ED460435//
EA031344	ED460436//
EA031351	ED460437
EA031352	ED460438
EA031457	ED460439//
EA031458	ED460440//

EC - Disabilities and Gifted Education

EC306520	ED460441
EC306564	ED460442//
EC306580	ED460443
EC306584	ED460444
EC306606	ED460445
EC306609	ED460446
EC306610	ED460447
EC306611	ED460448
EC306624	ED460449
EC306633	ED460450
EC306646	ED460451
EC306647	ED460452
EC306659	ED460453//
EC306663	ED460454
EC306668	ED460455
EC306669	ED460456
EC306673	ED460457
EC306682	ED460458
EC306693	ED460459
EC306710	ED460460
EC306720	ED460461
EC306722	ED460462
EC306742	ED460463
EC306745	ED460464
EC306748	ED460465
EC306749	ED460466
EC306750	ED460467
EC306844	ED460468
EC306845	ED460469
EC306846	ED460470
EC306847	ED460471
EC306848	ED460472
EC306849	ED460473
EC306850	ED460474
EC306851	ED460475
EC306852	ED460476
EC306853	ED460477
EC306854	ED460478
EC306855	ED460479
EC306856	ED460480
EC306857	ED460481
EC306858	ED460482
EC306859	ED460483
EC306860	ED460484
EC306861	ED460485

EC306862	ED460486
EC306863	ED460487
EC306864	ED460488
EC306865	ED460489
EC306866	ED460490
EC306867	ED460491
EC306868	ED460492
EC306869	ED460493
EC306870	ED460494
EC306871	ED460495
EC306872	ED460496
EC306873	ED460497
EC306874	ED460498
EC306875	ED460499
EC306876	ED460500
EC306877	ED460501
EC306878	ED460502
EC306879	ED460503
EC306880	ED460504
EC306881	ED460505
EC306882	ED460506
EC306883	ED460507
EC306884	ED460508
EC306885	ED460509
EC306886	ED460510
EC306887	ED460511
EC306888	ED460512
EC306889	ED460513
EC306890	ED460514
EC306891	ED460515
EC306892	ED460516
EC306893	ED460517
EC306894	ED460518
EC306895	ED460519
EC306896	ED460520
EC306897	ED460521
EC306898	ED460522
EC306899	ED460523
EC306900	ED460524
EC306901	ED460525
EC306902	ED460526
EC306903	ED460527
EC306904	ED460528
EC306905	ED460529
EC306906	ED460530
EC306907	ED460531
EC306908	ED460532
EC306909	ED460533
EC306910	ED460534
EC306911	ED460535
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EC306916	ED460540
EC306917	ED460541
EC306918	ED460542
EC306974	ED460543//
EC307112	ED460544
EC307122	ED460545
EC307136	ED460546
EC307145	ED460547
EC307175	ED460548
EC307180	ED460549

EC307248	ED460550
EC307319	ED460551
EC307331	ED460552
EC308606	ED460553
EC308743	ED460554
EC308770	ED460555
EC308774	ED460556
EC308777	ED460557
EC308778	ED460558
EC308779	ED460559
EC308780	ED460560
EC308782	ED460561
EC308783	ED460562
EC308868	ED460563

EF - Eric Facility

EF005052	ED460564
EF005077	ED460565
EF005123	ED460566
EF005145	ED460567
EF005146	ED460568
EF005147	ED460569
EF005163	ED460570//
EF005167	ED460571
EF005170	ED460572
EF005173	ED460573//
EF005176	ED460574//
EF005207	ED460575
EF005212	ED460576//
EF005229	ED460577
EF005232	ED460578
EF005236	ED460579//
EF005239	ED460580
EF005240	ED460581
EF005252	ED460582
EF005281	ED460583
EF005283	ED460584
EF005284	ED460585
EF005289	ED460586
EF005290	ED460587
EF005296	ED460588
EF005297	ED460589
EF005298	ED460590
EF005304	ED460591
EF005306	ED460592
EF005307	ED460593
EF005313	ED460594
EF005330	ED460595
EF005334	ED460596
EF005335	ED460597
EF005353	ED460598
EF005355	ED460599
EF005357	ED460600
EF005364	ED460601
EF005443	ED460602
EF005473	ED460603
EF005482	ED460604
EF005486	ED460605
EF005489	ED460606
EF005534	ED460607
EF005560	ED460608

FL - Language and Linguistics

FL024691	ED460609
FL024982	ED460610
FL025275	ED460611
FL025295	ED460612
FL025396	ED460613
FL025397	ED460614
FL025407	ED460615
FL025408	ED460616
FL025589	ED460617
FL025590	ED460618
FL025591	ED460619
FL025592	ED460620
FL025593	ED460621
FL025594	ED460622
FL025595	ED460623
FL025596	ED460624
FL025597	ED460625
FL025598	ED460626
FL025599	ED460627
FL025600	ED460628
FL025601	ED460629
FL025602	ED460630
FL025603	ED460631
FL025604	ED460632
FL025605	ED460633
FL025606	ED460634
FL025607	ED460635
FL025608	ED460636
FL025609	ED460637
FL025610	ED460638
FL025645	ED460639
FL025717	ED460640
FL025827	ED460641
FL025841	ED460642
FL025843	ED460643
FL025885	ED460644
FL026605	ED460645
FL026643	ED460646
FL026666	ED460647
FL027110	ED460648
FL801301	ED460649
FL801313	ED460650
FL801316	ED460651
FL801319	ED460652

HE - Higher Education

HE028737	ED460653
HE029181	ED460654
HE034557	ED460655
HE034558	ED460656
HE034559	ED460657
HE034560	ED460658
HE034575	ED460659
HE034587	ED460660
HE034588	ED460661
HE034590	ED460662//
HE034593	ED460663
HE034594	ED460664
HE034595	ED460665
HE034596	ED460666
HE034597	ED460667
HE034598	ED460668

HE034602	ED460669
HE034604	ED460670
HE034605	ED460671
HE034606	ED460672

IR - Information and Technology

IR017608	ED460673
IR017899	ED460674
IR019113	ED460675
IR019124	ED460676
IR019562	ED460677
IR019564	ED460678
IR055700	ED460679
IR055863	ED460680
IR057271	ED460681

JC - Community Colleges

JC020079	ED460682
JC020081	ED460683
JC020104	ED460684
JC020113	ED460685
JC020114	ED460686
JC020116	ED460687
JC020126	ED460688
JC980378	ED460689
JC980379	ED460690
JC980382	ED460691
JC980435	ED460692
JC980436	ED460693
JC980443	ED460694
JC980444	ED460695
JC990006	ED460696
JC990020	ED460697
JC990038	ED460698
JC990082	ED460699
JC990089	ED460700
JC990095	ED460701
JC990212	ED460702
JC990214	ED460703
JC990215	ED460704
JC990218	ED460705
JC990220	ED460706
JC990242	ED460707
JC990243	ED460708
JC990245	ED460709
JC990249	ED460710
JC990254	ED460711
JC990264	ED460712
JC990286	ED460713
JC990287	ED460714
JC990289	ED460715
JC990291	ED460716
JC990292	ED460717
JC990293	ED460718
JC990294	ED460719
JC990295	ED460720
JC990299	ED460721
JC990318	ED460722
JC990319	ED460723
JC990359	ED460724
JC990409	ED460725
JC990410	ED460726

JC990418	ED460727
JC990419	ED460728
JC990420	ED460729
JC990421	ED460730
JC990423	ED460731
JC990462	ED460732
JC990464	ED460733
JC990473	ED460734
JC990475	ED460735
JC990483	ED460736
JC990484	ED460737
JC990493	ED460738
JC990494	ED460739
JC990495	ED460740
JC990496	ED460741
JC990509	ED460742
JC990511	ED460743
JC990514	ED460744
JC990515	ED460745
JC990517	ED460746
JC990518	ED460747
JC990519	ED460748
JC990523	ED460749
JC990524	ED460750
JC990525	ED460751

PS - Elementary and Early Childhood Education

PS025984	ED460752
PS026342	ED460753//
PS026343	ED460754//
PS026344	ED460755//
PS026629	ED460756//
PS026745	ED460757//
PS026895	ED460758//
PS026919	ED460759//
PS026981	ED460760//
PS027064	ED460761
PS027108	ED460762
PS027324	ED460763
PS027514	ED460764
PS027661	ED460765
PS027755	ED460766
PS029939	ED460767
PS029983	ED460768
PS029984	ED460769
PS029988	ED460770
PS029991	ED460771
PS030005	ED460772
PS030019	ED460773
PS030027	ED460774
PS030028	ED460775
PS030039	ED460776
PS030040	ED460777
PS030042	ED460778
PS030047	ED460779
PS030064	ED460780//
PS030073	ED460781
PS030075	ED460782
PS030084	ED460783
PS030087	ED460784
PS030088	ED460785
PS030089	ED460786
PS030097	ED460787

PS030104	ED460788
PS030105	ED460789
PS030107	ED460790

RC - Rural Education and Small Schools

RC021571	ED460791
RC021622	ED460792
RC021623	ED460793
RC021624	ED460794
RC021625	ED460795
RC021626	ED460796
RC021627	ED460797
RC021675	ED460798
RC021783	ED460799
RC021791	ED460800
RC021976	ED460801
RC022006	ED460802
RC023266	ED460803
RC023267	ED460804
RC023268	ED460805
RC023290	ED460806
RC023310	ED460807
RC023311	ED460808
RC023320	ED460809
RC023332	ED460810
RC023340	ED460811
RC023341	ED460812
RC023355	ED460813

SE - Science, Mathematics, and Environmental Educa

SE056170	ED460814
SE056448	ED460815
SE056683	ED460816
SE056685	ED460817
SE056753	ED460818
SE057553	ED460819
SE058275	ED460820
SE058367	ED460821
SE058713	ED460822
SE058777	ED460823
SE061685	ED460824
SE061686	ED460825
SE061689	ED460826
SE061817	ED460827
SE061819	ED460828
SE061932	ED460829
SE061935	ED460830
SE061980	ED460831//
SE062023	ED460832
SE062040	ED460833
SE062050	ED460834//
SE062329	ED460835//
SE062405	ED460836
SE062454	ED460837
SE062646	ED460838
SE062663	ED460839
SE062664	ED460840
SE062674	ED460841
SE062675	ED460842
SE062676	ED460843
SE062677	ED460844
SE062678	ED460845

SE062679	ED460846
SE062680	ED460847
SE062681	ED460848
SE062728	ED460849
SE062736	ED460850
SE065655	ED460851
SE065663	ED460852
SE065669	ED460853
SE065670	ED460854
SE065671	ED460855
SE065672	ED460856//
SE065673	ED460857
SE065674	ED460858
SE065676	ED460859
SE065677	ED460860
SE065680	ED460861
SE065681	ED460862
SE065683	ED460863
SE065684	ED460864
SE065687	ED460865

SO - Social Studies/Social Science Education

SO025123	ED460866
SO025348	ED460867
SO025373	ED460868
SO025832	ED460869
SO025833	ED460870
SO025927	ED460871
SO026097	ED460872
SO026098	ED460873
SO026118	ED460874
SO026148	ED460875
SO026169	ED460876
SO026182	ED460877
SO026183	ED460878
SO026184	ED460879
SO026217	ED460880
SO026235	ED460881
SO026451	ED460882
SO026452	ED460883
SO026453	ED460884
SO026555	ED460885
SO026557	ED460886
SO026590	ED460887
SO026594	ED460888
SO027278	ED460889
SO027664	ED460890
SO028132	ED460891
SO028486	ED460892
SO028509	ED460893
SO028596	ED460894
SO028599	ED460895
SO028740	ED460896
SO029087	ED460897
SO029189	ED460898
SO029268	ED460899
SO029293	ED460900
SO029294	ED460901
SO029295	ED460902
SO029296	ED460903
SO029297	ED460904
SO029298	ED460905
SO029299	ED460906

SO029333	ED460907
SO029371	ED460908
SO029375	ED460909
SO029411	ED460910
SO029481	ED460911
SO029744	ED460912
SO029978	ED460913
SO030526	ED460914//
SO031080	ED460915
SO033299	ED460916
SO033300	ED460917
SO033302	ED460918
SO033305	ED460919
SO033307	ED460920
SO033318	ED460921
SO033515	ED460922//
SO033537	ED460923
SO033539	ED460924
SO033541	ED460925
SO033542	ED460926
SO033543	ED460927
SO033544	ED460928
SO033545	ED460929
SO033546	ED460930
SO033547	ED460931
SO033548	ED460932

SP - Teaching and Teaching Education

SP036192	ED460933
SP036247	ED460934
SP036251	ED460935
SP036350	ED460936
SP036815	ED460937
SP038067	ED460938
SP038109	ED460939//
SP038244	ED460940
SP038276	ED460941
SP038277	ED460942
SP038400	ED460943
SP038416	ED460944
SP038481	ED460945
SP038551	ED460946
SP038588	ED460947
SP038612	ED460948
SP038648	ED460949
SP038674	ED460950
SP038675	ED460951
SP038676	ED460952

TM - Assessment and Evaluation

TM028896	ED460953
TM028897	ED460954
TM029092	ED460955
TM029093	ED460956
TM029583	ED460957
TM029612	ED460958//
TM029702	ED460959
TM029703	ED460960
TM029713	ED460961
TM029928	ED460962
TM029977	ED460963
TM030060	ED460964

TM030061	ED460965
TM033209	ED460966
TM033439	ED460967
TM033643	ED460968
TM033645	ED460969//
TM033646	ED460970
TM033647	ED460971
TM033648	ED460972
TM033649	ED460973
TM033650	ED460974
TM033651	ED460975
TM033652	ED460976
TM033653	ED460977

UD - Urban Education

UD030898	ED460978//
UD030933	ED460979
UD031079	ED460980
UD032531	ED460981
UD032532	ED460982
UD032538	ED460983
UD032539	ED460984
UD032561	ED460985
UD032571	ED460986//
UD032695	ED460987
UD032696	ED460988
UD032697	ED460989
UD032722	ED460990
UD032729	ED460991
UD032730	ED460992
UD032816	ED460993
UD032915	ED460994
UD032918	ED460995
UD032919	ED460996
UD032921	ED460997
UD032948	ED460998
UD032954	ED460999
UD032959	ED461000
UD033070	ED461001
UD033074	ED461002